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ABSTRACT

This book is primarily a guide and source directory to health education materials in 10 nationally recognized health risk areas: (1) stopping or reducing smoking; (2) improving nutrition; (3) controlling high blood pressure; (4) modifying alcohol intake or drinking habits; (5) increasing physical activity; (6) reducing stress; (7) detecting cancer in its early stages; (8) controlling diabetes mellitus; (9) improving or maintaining wellness; and (10) preventing traffic accidents. Designed to help people who deliver health education/risk reduction services, the guide includes background information on how to locate, select, and evaluate materials appropriate for specific clients, and a list of places providing such materials. The book also includes guidelines for finding and selecting other risk reduction services for a coordinated health promotion network within the community and a list of risk reduction programs to contact. The following appendices are included: a List of Formats and Definitions of Materials; Sources of Materials; Sources of Referral Program Information; Catalogs and Directories of Health Education Materials; Health Education Newsletters and Periodicals; a Bibliography; Blank Forms for Reproduction; and Examples of Applying the Methodology (for selecting and evaluating health materials). (CMG)

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Source Book for Health Education Materials and Community Resources

U.S. Department of Health and Human Services
Public Health Service
Centers for Disease Control
Center for Health Promotion and Education

May 1982

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Preface

The location is the same: the community health network. The challenge, however, has changed. What used to be a fight *against* disease is now a fight *for* health.

A few decades ago, most of our efforts to outpace death and disability were devoted to dealing with infectious diseases like smallpox and polio. Thanks to vaccines and effective public sanitation, communicable diseases are fairly well under control. We have turned our attention to the chronic diseases, such as cancer, high blood pressure, diabetes, and alcoholism. Many of these diseases have preventable causes: smoking, poor nutrition, alcohol abuse; or they are controllable, such as hypertension. We find ourselves, then, operating in a more progressive atmosphere as we devote more time to preventing disease as well as to treating it.

The Centers for Disease Control (CDC) of the U.S. Public Health Service are part of a Federal effort to reduce premature death and disability through disease prevention actions, such as epidemiology studies, education, and the promotion of healthy behaviors and habits. CDC's Center for Health Promotion and Education (CHPE) is particularly active in assisting state and local health agencies begin and strengthen health programs that reduce the risks of chronic disease and traumatic deaths among Americans. This Federal involvement has spurred many risk reduction activities in the local health network. It has also led to identifying a need for information in two specific areas: health education materials and networking among community risk reduction services.

"The greatest medications are those that are swallowed by the mind."

Mohan Singh

Not enough information is currently available on where to find and how to select materials to use when educating consumers about risk reduction. And too few publications deal with the referral process among local health services, a process necessary for a coordinated community health network.

As a result, the Center for Health Promotion and Education arranged for the development of this guide on health education materials for risk reduction programs, with additional information on coordinating with other local risk reduction services.

To ensure a useful guide, CHPE convened a panel of experts on health risk reduction activities to help identify what local program staff need know with regard to health education materials and referrals to other programs in the community. Specifically, the panel of experts made recommendations on:

- guidelines for assessing a client population and for selecting and evaluating health education materials that would then be appropriate for the population;
- criteria for selecting both sources of health education materials and other community risk reduction programs or services.

CHPE wishes to acknowledge and thank the following specialists who contributed guidance and expertise during the development of this guide.

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Introduction

What is This Source Book?

This book is primarily a guide and source directory to health education materials in 10 nationally recognized health risk areas. The guide is designed to help people who deliver health education/risk reduction services and who want to find books, filmstrips, brochures, and other materials that might help their clients. Thus, the guide includes:

- background information on how to locate, select, and evaluate risk reduction materials that would be appropriate for specific clients; and
- a list of places that provide risk reduction materials.

Secondarily, this book is a guide to locating other risk reduction services in the community. Thus, the guide also includes:

- guidelines for finding and selecting other risk reduction services for a coordinated health promotion network within the community; and
- a list of risk reduction programs to contact.

Who Can Use This Source Book?

The information in this guide is directed to people who work in local risk reduction programs. The staffs of these programs across the country vary greatly. Some users of this guide will be health educators, nurses, and allied health professionals. Others will be lay volunteers with an interest in health and a desire to see the movement toward health promotion continue to grow. The levels of knowledge about risk reduction and health promotion will also vary greatly. As a result, this guide attempts to present a broad range of helpful information in a way that reflects the relatively neophyte stage of development for many local risk reduction efforts.

Objectives of This Source Book

Any publication that is designed to educate should clearly focus the material to achieve specific objectives. Although the objectives of many risk reduction materials are implied rather than explicitly stated, this Source Book is designed to follow closely a prototype of good health education materials. Therefore, the objectives are explicitly stated below. This guide is designed to help the reader:

- recognize the role of health education materials within a risk reduction program;
- recognize the value of client assessment prior to selecting health education materials;
- identify certain audience characteristics as important factors to consider when choosing health materials;
- locate appropriate materials and/or other risk reduction programs or services based on the assessment of client needs and information provided in this guide;
- recognize the need to preview and assess materials (or other risk reduction programs intended for referrals) prior to using them;
- identify the criteria for evaluating the appropriateness of either health education materials or referral programs;
- use or adapt the evaluation information, and the sample evaluation forms found in this guide, for assessing whether or not certain materials are appropriate for the program's clients; and
- refer clients to in-house and other community risk reduction programs.

Subject Areas for Risk Reduction Covered in This Source Book

Although risk reduction services can conceivably cover almost every possible topic that falls under health promotion, this guide is limited to 10 topics. The 10 selected topics are major risk reduction categories chosen because each one offers an individual the possibility of prolonging life and/or of improving the quality of life by specifically changing certain behaviors. Each one also has risk-reducing activities associated with it that experts generally consider effective and beneficial. In addition, each topic affects a substantial percentage of the American population.

The 10 topics agreed upon by the panel of experts (described in the Preface) for this project are: stopping or reducing smoking, improving nutrition, controlling high blood pressure, modifying alcohol intake or drinking habits, increasing physical activity, reducing stress, detecting cancer early, controlling diabetes mellitus, improving or maintaining wellness, and preventing traffic accidents.

Some Definitions Used in This Book

Many of the words used by people who provide risk reduction services sound similar; some of the terms even sound as if they can be used interchangeably. In reality, however, such terms as

"health promotion," "risk reduction," and "health education," have separate and distinct meanings.

Health promotion refers to a combination of motivational, organizational, political, and/or economic supports designed to promote behavior changes that are conducive to health.*

Risk reduction refers to an active process through which an individual becomes aware of, and then chooses a healthier existence. These choices are greatly influenced by self-image, culture, and environment.**

Health education refers to any combination of learning experiences to help people make healthy behavior changes voluntarily.***

For purposes of this Source Book, risk reduction and health education are presented as subsets of health promotion. A look at the definitions shows a strong interrelationship among all three concepts.

Health Promotion

The various supports formulating health promotion can be described as follows:

Motivational — raising awareness, increasing knowledge, changing attitudes, helping people modify destructive health behaviors, and encouraging positive lifestyles through health education/behavioral activities.

Organizational — changing an institution's administrative policies, operating procedures, or organizational structure to encourage and support health promotion activities.

Economic — removing monetary barriers to health promotion activities or providing monetary subsidies/incentives to encourage healthy behaviors.

Political — promoting positive changes in health practices and norms by changing laws and regulations.

Health education is an integral component of each of the above supports. Risk reduction as a subset of health promotion, however, relies most heavily on the motivational supports.

*This definition is adapted from *Guidelines for Planning Health Promotion Programs in Your Community*, Office of Health Information, Health Promotion, and Physical Fitness and Sports Medicine, U.S. Department of Health and Human Services, forthcoming, 1982.

**This definition is adapted from William Hettler's concept and definition of wellness.

***This definition is adapted from Lawrence Green's book, *Health Education Planning: A Diagnostic Approach*, Palo Alto, Calif.: Mayfield Publishing Company, 1980.

Risk Reduction

One way to promote health is to help individuals identify their health risks and motivate them to adopt healthier lifestyles through risk reduction activities. Many of our major diseases and illnesses, such as heart disease, cancer, and stroke, are believed to relate to one or more of the following factors that have become the focus of current risk reduction activities: smoking, emotional stress, poor nutrition and diet, weight problems, alcohol and drug abuse, lack of physical fitness/exercise, and high blood pressure.

The risk of death or disability from other major diseases, such as breast cancer and diabetes, is greatly reduced when they are detected and treated early. Finally, the risk of death or disability from accidents, particularly automobile accidents, is lessened by taking such simple risk-reducing precautions as wearing safety belts.

Generally, all people are subject to these and other health risks which can be identified and, in many cases, reduced. Informing the individual about such reducible risks and suggesting specific changes in personal lifestyle to promote a longer life span and improved health is the goal of risk reduction.*

Health Education

Health education provides an opportunity for people to learn *how* to change unhealthy behaviors to healthy ones. Health education involves:

- a variety of planned activities designed to meet the needs of the individual or target group;
- a focus on behavior change (as opposed to merely providing information); and
- voluntary changes by the individual's choice, not by mandate of a health care provider.

The last concept is particularly important. It has been well-documented that sustained behavioral change can only occur through client participation that is active and voluntary — two conditions that must also be present for successful risk reduction.

Too often, health education is confused with simply providing health information. Many education efforts fail because their emphasis is solely on informing people about health problems or issues. Health information is actually only one small part of health

*Other ways of reducing risk of death and disability, such as removing environmental hazards or avoiding toxic substances, are broader in scope and usually beyond the means of a local risk detection or reduction program. Thus, this Source Book focuses on health risks that can be influenced by changes in personal behavior.

education. The bridge in the gap between health information and changed health practices is the interactive health education process. This interactive process means that both counselor and client (or health professional and patient) participate in decisionmaking about behavior change. For the counselor or health professional, this involves looking in advance at what the client (or target group) already knows, examining and discussing client attitudes, values, and skills, and then using this assessment as a basis for introducing new information and skills. (For more information on assessing the client's status in advance, see "Assessing the Target Group," page 5.)

Health education, then, is a step beyond simply providing health information; it is a process whereby the health professional helps the client to participate voluntarily in planning and following up on activities that reduce risks and promote good health.

How Do Health Risk Appraisals Fit Into the Interactive Education Process?

A health risk appraisal is a diagnostic tool which is gaining increasing attention. With risk appraisal questionnaires, counselors can concretely inform individuals about their health risks and provide recommendations for reducing such risks. This personalized health or disease-risk evaluation becomes a health education tool and visual aid that serves to draw the individual into participating in the health education process. It helps the individual to begin to set goals toward changing unhealthy habits. The health risk appraisal, then, is an educational tool that stimulates action on the part of the individual.

The need for reducing risk as shown on a health risk appraisal, however, is only one incentive for an individual to change behavior. Health education materials play a very large role in educational and behavioral strategies to support and reinforce long-term behavior change. This Source Book describes the purpose and place of health education materials within the health education process for risk reduction. It also describes the process and factors to consider when referring clients to other community services as a means of helping them to reduce identified risks.

How Health Education Materials Fit Into Risk Reduction/Health Promotion

Function of Materials

Health education materials* aid the health education process. The materials cannot be considered the core or center of the process; nor do they determine the success or failure of a health education program.** The materials supplement, but do not supplant, personalized educational methods, such as one-to-one counseling, that serve to promote and encourage healthy behavior changes.

Generally, health education materials serve three distinct functions: as information sources, catalysts, and/or reinforcers.

Information Sources

Health education materials provide information, advice, or recommendations for changing specific behaviors. They can provide information on the facts about a disease and/or the possible outcomes of a healthy behavior. The materials may teach skills, demonstrate how to personalize a behavior change, or alert the reader to potential health change problems and how to solve them.

Catalysts

Depending on program needs, materials can be used as catalysts in the health education process. One well-designed pamphlet can, for example, stimulate an individual to focus attention on a particular aspect of risk reduction that is personally relevant. This increased awareness may trigger the necessary commitment to change a behavior.

Reinforcers

Health education materials also serve to reinforce messages that counselors deliver to clients during educational interventions. The materials can provide valuable opportunities for staff to reinforce commitments and to clarify misunderstandings. The materials also provide avenues for active reinforcement by the clients themselves as in the case of keeping a diary, or referring to a checklist.

Other Roles for Materials

Health education materials can serve a variety of other roles. For example, program staff can use materials to increase interest in the program among community leaders and organizations that may lend financial and political support to the services. The materials can provide an understanding of the community's health problems and of the importance of supporting health promotion programs.

Materials may also help program staff who do not have health education backgrounds to confirm the validity of what they are doing. The materials can also assist the staff in illustrating complex concepts and can lend an atmosphere of credibility to a setting that might seem less than appropriate for health education, such as a county office cafeteria.

Types of Materials

Health education materials come in many different forms. Some materials are audio (cassette tapes); others are visual (posters, pamphlets); many have both audio and visual components (movies, slide-tape presentations). Appendix A lists and defines the formats commonly used for health education materials. The selection of an appropriate format for a particular health education activity can be found under "Deciding the Medium," page 7.

Generally, however, the types of health materials fall under two major classifications: public information materials and health education materials. Although there is an overlap, public information materials are used to reach large audiences with health information. These materials provide basic factual information which may increase individual awareness levels about specific health issues. They may also increase motivation to learn about certain health topics and stimulate participation in the health education program. Finally, they may reinforce positive health behaviors or beliefs among the general public.

Health education materials, on the other hand, are used to meet the needs of specific populations. In addition to providing facts, health education materials can address attitudes and values and teach the skills necessary to change behavior. They often incorporate interactive devices (checklists, puzzles) so the learner can test knowledge while actively involved in the learning process. In other words, the materials aid the interactive health education process by helping the counselor to clarify messages for the client, to reinforce decisions and actions by the client, to assess progress, and to offer feedback to the client. The materials thus serve to promote two-way communication between the counselor and the client.

Because most risk reduction program staff are more involved with health education than with public information, this Source Book does not address such materials as public service announcements or posters and transit ad displays. Rather, it focuses on materials that would be used with clients who understand the concept of being "at risk" and who have chosen to lower their risks.

*Materials refer to pamphlets, movies, video, flip charts, etc.

**Self-instructional materials are an exception because they can serve as the core of a program to improve health for one individual.

Steps to Take Before Selecting Health Education Materials

Before selecting or evaluating health education materials, local program staff need to do some preliminary planning. This planning may seem complicated initially, but the suggestions given on the following pages are basic to the delivery of health education. Program staff who follow a system of taking a close look at client needs, facilities, and resources prior to delivering their services are more likely to see successful results. The preliminary planning steps involve:

- assessing the characteristics and needs of the target group;
- identifying the goals of the health education process with certain clients, as well as identifying the program's goals;
- identifying the educational methodologies used by the risk reduction program so that materials complement the appropriate method;
- identifying and assessing the education and training of the individual(s) who will deliver the health education;
- considering the setting in which the health education activity will be carried out;
- determining the amount of resources available to spend on educational materials;
- deciding the appropriate medium (print, audiovisual) for the intended audience and purposes; and
- reviewing current knowledge for the content areas.

Assessing the Target Group

Before program staff can identify the types of materials they will need for an interactive health education process, it is essential to understand the characteristics of their clients. Educational materials that reflect the values, beliefs, and attitudes of a target audience will have a much greater impact than materials that do not. For example, health education materials for black, inner-city people should reflect the black, urban culture, show culturally sensitive examples, and be written in a language and style that is suitable to that particular group.

When looking at the client group for the purpose of selecting materials, staff should, at a minimum, describe the group in the following terms: age range, sex, ethnicity, cultural values, economic level, location (urban versus rural), educational level, and physical limitations that might affect reading, viewing, learning, etc.

Most program staff know well the characteristics of their clientele. Describing, or presenting informally, the details about the people they see every day is a simple task for most counselors. There is great benefit, however, to formalizing this assessment process. It helps staff to keep in mind key client characteristics when searching for materials that will be especially relevant and helpful for the individuals who will be using them.

For example, a counselor who records and keeps in mind the educational level of certain clients will be more sensitive to ordering materials that are written at the appropriate reading level. If a client reads at a 6th or 7th grade (elementary) level and the counselor orders materials evaluated as being written on an 11th or 12th grade (sophisticated) level, the client is unlikely to find the materials useful. Conversely, if members of the target group by and large have college degrees, selecting elementary level materials would be equally inappropriate and ineffective.

Any of the above listed characteristics can influence the types of materials selected and ordered. For example, age considerations may mean choosing materials with illustrations or exercise suggestions that are appropriate and relevant for senior citizens; ethnic considerations may mean choosing materials written in a native language or that reflect specific dietary habits or health beliefs; location considerations may mean choosing materials that illustrate or describe the lifestyles of a farm community rather than a factory setting.

Assessing the client group need not be a complicated process. Some programs may indeed want to conduct a scientifically based assessment or survey of their clients. They will have the resources for contracting with evaluation specialists or for conducting their own assessment survey. Those who wish to do so and are inexperienced with formal assessment should contact other local health programs or specialists for information and assessment forms that may prove helpful.

An alternative approach is to describe and record simply but fully the relevant characteristics of the people who will be using the materials. Informal conversations with, and observations of, the individual(s) can provide this useful information.

Additionally, the informal assessment process is often particularly effective in discovering less concrete information, such as an individual's readiness and motivation to learn as well as personal experiences and lifestyle.

Readiness refers to the individual's capacity and ability to learn and can be assessed by asking direct questions, such as "Do you think you are ready to quit smoking?" Motivation, the desire to learn, can

sometimes be gleaned by asking about a person's priorities, e.g., "Is health important to you?" Because a person's past experiences in the health area will affect future responses to health education, asking about previous and recent illnesses and health practices will broaden the evaluation. Finally, behavior patterns for sleep, diet, social activities, exercise, and work constitute a person's lifestyle. Requesting people to describe a typical day can provide insight into resources for behavior change as well as barriers to change.

Regardless of assessment technique, the primary issue is understanding the client population so that program resources can be spent on health education materials that the clients will find useful and beneficial. Most important, it serves to screen out extreme cases where a material or materials would be totally inappropriate for a particular audience.

Additionally, the time and energy spent on this initial evaluation has multiple payoffs. The information will help when planning the actual delivery of health education. The process of collecting information about clients helps to build rapport between clients and staff. Finally, the information will prove useful when evaluating materials, when establishing short- and long-term program goals, and when trying to measure progress with individual clients.

Identifying Educational Goals

Health education materials can be particularly effective in helping clients recognize the goals they want to achieve and in motivating clients to then work toward achieving the identified goals. Certain materials can also affect attitudes and teach skills for reaching certain behavior change goals. For this reason, it is important for program staff to choose materials that will help to achieve the goals or objectives that are appropriate to the needs of their clients.

Program staff can choose from a variety of educational materials to help achieve single or multiple objectives. For example, a fact sheet on the incidence of breast cancer is one type of material that is effective for increasing an individual's awareness of susceptibility to a particular disease. On the other hand, a movie or a videocassette is a more appropriate material if the objective is to demonstrate a skill such as breast self-examination. Such materials give the individual an opportunity to view how a skill is performed and provide time for the individual to practice the skill and receive appropriate feedback within the health care setting.

Program staff can involve clients in identifying health objectives and goals. Involving clients helps them make decisions on what actions are most likely to help them reduce their risks. Program staff can serve as advisors by using the assessment data previously obtained to work with clients when establishing workable goals. These goals also provide opportunities for staff to reinforce positive behaviors of clients as they attain their goals. Client goals and objectives will vary depending on the individual.

Identifying the Methodology

Health educators and counselors use a variety of methods to communicate health messages and to teach behavior change. Health education methods commonly used in risk reduction include but are not limited to lectures, individual instruction, self-instruction, simulation and games, skill-building/demonstrations, peer group discussions, and contracting.

Program staff might use one or more of these methods throughout the program with all or only some of the clients. Because different materials can be more appropriate for one methodology than another, considering the possible methodologies before selecting what materials to order is important. For example, self-help booklets would be inappropriate for an activity in which staff were trying to promote peer support among a group of people trying to quit smoking. A film that stimulates discussion and motivates action would be a better choice.

Although staff may not be able to order materials for every educational method, identifying the most appropriate and most commonly used methods for the client group will help when deciding what materials would be more useful to order than others.

Identifying Who Will Deliver Health Education

When deciding what materials are appropriate for what activity, also consider who will deliver the health education. People who currently offer health education for risk reduction have varied backgrounds and levels of sophistication. Counselors with formal training in health education may know how to use materials and adapt them to different situations. However, staff with informal training (particularly volunteers) may need detailed instructor's manuals and background information that describe how and when to use and adapt materials. In still another situation, some programs may have clients who can use self-

instructional materials independently. In preparing to order materials, program staff may need a variety of materials to meet the needs of one or more of these situations.

Considering the Setting for Health Education

Risk reduction activities throughout the country are conducted in a variety of settings. Many materials, especially print materials, fit into any setting whether clinic, classroom, or cafeteria. Yet, settings offer both opportunities and barriers to the creative use of materials. For example, risk reduction activities in a medical office are sometimes constrained by limited space and provider time. These constraints can be overcome by using such materials as flip charts and videocassettes. Other settings, such as hospitals, often have meeting rooms to conduct group exercises and can more easily make use of such materials as films.

Determining Available Resources

Although some programs have space and other resources for ordering and using a variety of materials, others have limited assets and must choose materials accordingly. To make the best use of limited monies, it is important before ordering to consider costs versus quantity and quality. In some cases, it may be better to order only a few expensive but very specialized materials; in others, it may be more effective to order large quantities of inexpensive materials.

Deciding the Medium

Knowing the characteristics of the target audience can help staff decide the appropriate medium (audio, print) to select when preparing to order educational materials. Some mediums can impede learning among certain audiences. For example, if an activity is targeted to an elderly audience, a film which is easily seen and heard is a better choice than a booklet with small print. Supplementing a family-planning class on diaphragm insertion with a step-by-step booklet that clients can take home would be better than a one-time slide show. Appendix A lists the available formats of materials within the different media.

Reviewing Current Knowledge

In order to provide a credible risk reduction program, the staff should know the most current, up-to-date information about the risk reduction areas covered by the program's activities. Because research changes over time and new scientific knowledge is discovered periodically, health education materials may become outdated rather quickly. It is particularly important for the staff responsible for selecting and evaluating educational materials to keep abreast of current scientific information and to be alert for materials that contain outdated, inaccurate information. Realistically, however, with the volume and speed of medical innovation and change, keeping abreast of changes in every risk area may be difficult. If the local program staff does not have the time or resources to keep fully updated, staff members may need to turn to other community organizations or national groups for information and periodic updating.

Additionally, if updated materials are not available, staff will need to revise selected materials so they do not give conflicting and confusing messages to clients.*

Other Considerations

Each of the above planning considerations sets the stage for selecting materials that are appropriate and useful in risk reduction. The above descriptions only introduce the concepts because it is beyond the scope of this Source Book to offer full details on such topics as assessment and behavioral strategies and methodologies. One reference that provides a good detailed overview of these concepts is by Lawrence Green, et al., *Health Education Planning: A Diagnostic Approach,* Palo Alto, Calif.: Mayfield Publishing Company, 1980.

The following two considerations did not fall neatly into the preliminary assessment descriptions above, yet they are considerations that merit attention. Consider these caveats:

- When ordering non-English materials written for an ethnic population, most experts agree that translated materials are much less desirable than materials written originally in the native language. Translated materials tend to contain improper phrases and to misuse words. Experience has

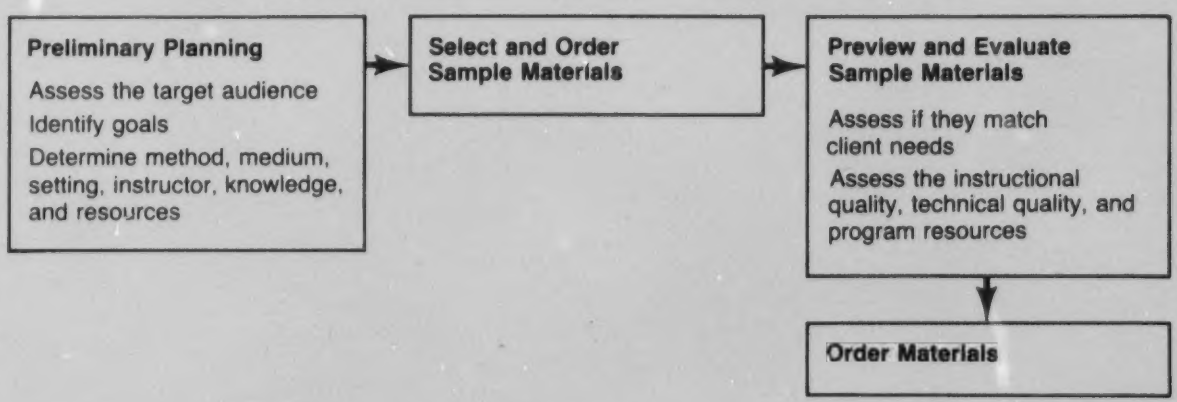
*Counselors may also need to make clients aware that health facts constantly change and that legitimate controversies over accuracy of information and effectiveness of certain preventive measures do exist.

shown that improperly translated materials generally are not well accepted. Also be aware of the many different dialects within any one language. The best way to determine whether or not a material is a translation or written originally in a native language is to ask the producer or publisher directly.

- Second, when selecting materials, consider the need to preview all materials before using them with clients. Although a material may seem appropriate because of its title, annotation or description, it is critical to review it beforehand. This first hand review will help program staff to ensure that the publication or video material represents or is appropriate for the target group, that it accurately presents the information, and that it meets the identified objectives. Relying on word-of-mouth recommendations for materials, or on someone else's written review will not reveal whether the material is of the quality and type that will be most beneficial to the program's particular clients. (For more information on reviewing and evaluating materials, see "Evaluating Materials," page 14.)

Finally, Exhibit 1 shows the process for acquiring and selecting materials and how the preliminary steps for describing or assessing clients correlate with the preview and evaluation steps once materials are selected and samples ordered.

Exhibit 1
Materials Acquisition, Selection, and Evaluation Process


Preliminary Planning
Assess the target audience
Identify goals
Determine method, medium, setting, instructor, knowledge, and resources
Select and Order Sample Materials
Preview and Evaluate Sample Materials
Assess if they match client needs
Assess the instructional quality, technical quality, and program resources
Order Materials

Locating Materials

Health education materials are available through a diverse group of sources, including: Federal, state, and local agencies, professional/medical associations, pharmaceutical companies, insurance companies, research institutions, hospitals, food companies, voluntary health and safety associations, and commercial publishing companies.

Unfortunately, no one agency or group coordinates or acts as a central data base for all the sources of health education materials. The Department of Health and Human Services, however, has made the most systematic attempt to coordinate access to the tremendous volume of available materials through its National Health Information Clearinghouse (NHIC). A description of the NHIC follows below in the section on Federal sources of materials. The next sections also provide information on state and local sources, profit and nonprofit organizations, and publications that list either materials or sources of materials.

Federal Sources

The Federal Government is the largest single producer and distributor of health education materials. The Federal materials are distributed free, or at a minimal cost, from clearinghouses and information centers that are divided according to subject, such as the Cancer Information Clearinghouse and the National Diabetes Information Clearinghouse.

To obtain Government-produced items, contact the primary source first, if possible. For example, the National Clearinghouse for Alcohol Information (NCALI) produces many items that are distributed by other groups which promote alcohol education. These other groups, however, may not have the most up-to-date NCALI materials and may not stock sufficient quantities to fill large orders. Contacting the clearinghouse directly increases the chances of obtaining the latest version and enough copies. See Appendix B for names and addresses of Federal clearinghouses.

The Consumer Information Center (CIC) is a particularly large Federal source that distributes more than 25,000 publications per year. Order the CIC catalog or request information by writing to:

Consumer Information Center
Pueblo, Colorado 81009

All materials can be ordered in large quantity for a reasonable fee, and single copies of many materials are provided free.

The U.S. Government Printing Office (GPO) sells more than 44 million books each year, and keeps some 21,000 titles in stock. A free monthly catalog is available through any one of the GPO's 27 bookstores around the country. Orders may be placed by telephone or mail using VISA or Mastercharge. First class mail costs extra. Order directly from the main GPO address shown below, or for quicker delivery, request the address of the local GPO bookstore and order directly from there.

All items in the GPO inventory require a moderate fee, even though they may be free if ordered from the primary source or from another agency. GPO covers its expenses by charging for orders. Exhibit 2 shows the standard GPO order form which requires the use of GPO stock (publication) numbers. These numbers are listed on each publication and ordering an item without this number can cause delays. Again, the primary source is a better place from which to order a GPO publication, but if the material is no longer available from that source, write or call:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

The National Health Information Clearinghouse (NHIC) is a central referral source designed to identify groups and organizations that provide health information to the public. NHIC staff keep current records of available sources and what they offer and refer people to the appropriate agency, publisher, or organization. NHIC also produces a directory with more than 70 sources of health information on topics that are commonly requested. Write or call:

National Health Information Clearinghouse
P.O. Box 1133
Washington, D.C. 20013-1133
(800) 336-4797 toll free
(703) 522-2590 in Virginia

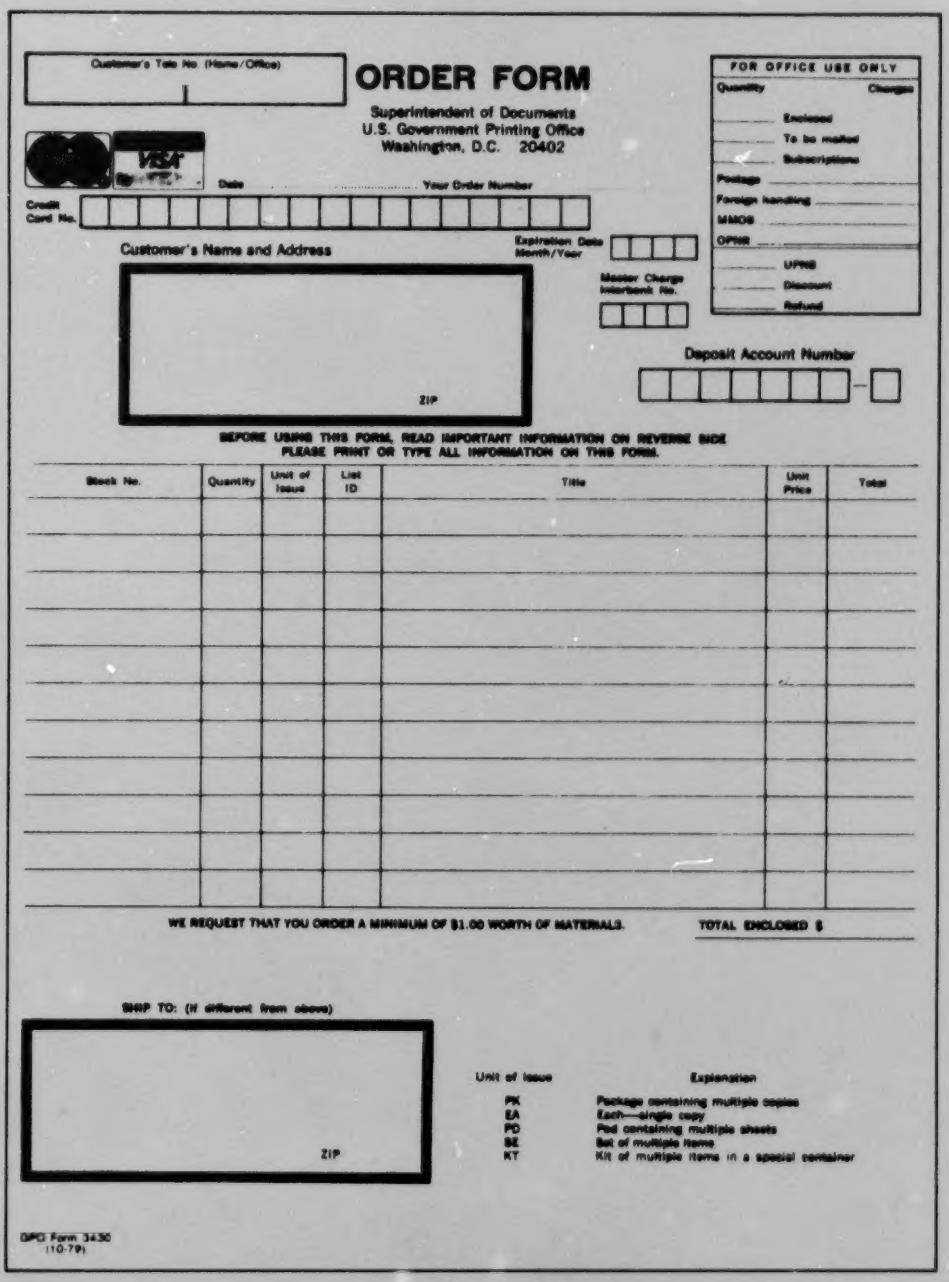
State and Local Sources

State and local health departments, education agencies, and school districts often maintain extensive audiovisual libraries that loan materials for free or for a modest fee. Some have restrictions on use, such as having the local health department or school district order the materials as a sponsoring agency. To obtain information on these audiovisual sources, check with the local health department.

The local health agencies and departments also develop and distribute their own print and visual materials. Health professionals at the local level often produce materials that specifically meet the language and content needs of their client population because no other source provides the exact type of materials needed for a certain group.

Exhibit 2

Government Printing Office Order Form



Customer's Tele No (Home/Office)

ORDER FORM

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Date ..... Your Order Number

Credit Card No.

Customer's Name and Address

ZIP

Expiration Date Month/Year

Master Charge Interbank No.

FOR OFFICE USE ONLY

Quantity Charges

Enclosed
To be mailed
Subscriptions
Postage
Foreign handling
MMOB
OPNR
UPNS
Discount
Refund

Deposit Account Number

BEFORE USING THIS FORM, READ IMPORTANT INFORMATION ON REVERSE SIDE
PLEASE PRINT OR TYPE ALL INFORMATION ON THIS FORM.

Stock No.	Quantity	Unit of Issue	List ID	Title	Unit Price	Total

WE REQUEST THAT YOU ORDER A MINIMUM OF $1.00 WORTH OF MATERIALS.

TOTAL ENCLOSED $

SHIP TO: (If different from above)

ZIP

Unit of Issue	Explanation
PK	Package containing multiple copies
EA	Each—single copy
PD	Pad containing multiple sheets
SE	Set of multiple items
KT	Kit of multiple items in a special container

GPO Form 3430
(10-79)

The local community provides a number of other opportunities to access health information. Many counties belong to a network of information and referral systems which usually have a local central coordination point. To tap into this network, check the phone directory for a local coordinator, or call the Alliance of Information and Referral Systems directly at (216) 434-4858 in Akron, Ohio.

In addition, the public library has many of its own health books and pamphlets available on loan. These may be stored in special sections called "vertical files," or even on microfiche. One firm, Microfilming Corporation of America, a New York Times company, has started a Consumer Health Information Service (CHIS). This is an ongoing publishing service of health education materials on microfiche used by many librarians. The first CHIS release included more than 2,500 pamphlets, brochures, and fliers.

The libraries also offer readily available references such as *The Consumer Health Information Sourcebook,* by Alan M. Rees and *Help Yourself to Health: A Health Information and Services Directory,* by Dr. Art Ulene, which list sources of health information. (See Appendix B for a similar list of sources.)

Nonprofit Sources

Private, nonprofit organizations, such as the American Heart Association and the Diabetes Foundation, also develop and offer educational aids. Local and state affiliates or units of the organizations usually handle inquiries about materials; otherwise, program staff may order from the national headquarters of the various organizations. These groups generally charge a fee for materials, although they do make exceptions. (See Appendix B.)

Profit-Making Sources

Many profit organizations, such as commercial publishers, insurance companies, and pharmaceutical firms, also produce and market educational materials. These may be ordered through the national headquarters of the companies or through local offices. In some cases, insurance companies and pharmaceutical firms will provide limited quantities of materials for free. (See Appendix B.)

Directories and Catalogs

In the last few years, commercial publishers, nonprofit organizations, and various government agencies have collected and published cumulative guides to available publications and audiovisual materials. Some are comprehensive directories, such as A. Kruzas's *Health Services Directory* (1981) and the Gale Research Company's *Medical and Health Information Directory* (1980). They are available from libraries. Others are catalogs or reference guides that cover only a specific area, such as the University of Michigan Learning Resource Center's *Audiovisual Resources for Hypertension Education.* For a list of other current reference guides, see Appendix D of this Source Book. The appendix does not include comprehensive directories.

Newsletters and Periodicals

Finally, the staff of health promotion programs can more easily keep abreast of the constantly changing sources and newly published materials by subscribing to a few relevant and current periodicals or newsletters. These are published both commercially and through various health agencies. Check Appendix E for a partial listing of pertinent newsletters. For a more detailed listing, contact the National Health Information Clearinghouse or check their *Directory of Medical and Health Information.* Their address and phone number are listed in Appendix B.

Acquiring Materials

Before the staff order large quantities of materials, it is preferable to order samples of selected materials so the publications, films, slide shows, etc., can be adequately evaluated and screened. By previewing sample materials, the staff select and order only the most appropriate materials for use with clients. This process also allows the counselors to familiarize themselves with not only what is available and current in the health education field, but also with the contents and technical quality of the materials they will be using. Thus the counselors have time to plan how and when they will use the materials or how they will adapt the materials if adjustments are needed. (For more information on adapting materials, see "When Materials Don't Totally Meet Needs," page 25.) The following sections provide general information on ordering materials, whether it is for sample copies or actual use.

How to Order

When initially contacting the sources of materials that the staff have identified as seeming to be suitable for the needs of the program's clients, request lists of available materials, catalogs, and order forms. Some sources may send sample copies with the listings. These lists will specify titles, costs, publication dates, and other information that will help with the decision to order. In some cases, this information can be obtained over the phone. Before finalizing any order by phone or mail, account for the following:

- price;
- amount available;
- if reduced rates are possible;
- prepayment requirements;
- if they are rented or borrowed;
- length of time rented or borrowed items may be kept;
- distribution plans;
- shipping and handling costs; and
- how much storage space is needed.

Phone Orders versus Mail Orders

When calling in an order, give titles, authors, quantities, and shipping address. Verify the price and availability of items. Calling is more expensive than writing, yet personal contact may lead to better service, free service, or reduced rates.

When ordering by mail, use the source's order forms when possible because they often help to speed the reply. Try to obtain the forms far enough in advance to allow for shipping time. If order forms are not available, write a letter (see the sample order letter, Exhibit 3). Although persuading a source to give reduced prices is less likely, writing is cheaper and easier to track. With both mail and phone final orders, remember that reduced prices are frequently available for bulk orders and for prepaid orders.

Keeping a Log

A simple recordkeeping system helps to keep track of the status of orders for materials. This is usually a chronological log recording the date of the order, the source name, the items, titles and authors, prices, receipt date, and other pertinent information, such as publication or order numbers, and purchase order numbers. Keeping a log is particularly important for programs or organizations that use a large quantity of materials.

Allowing for Lead Time

When ordering materials, also consider planning ahead for lead time — scheduling the block of time from the ordering through the use of the materials, especially if the item is borrowed or rented. This means allowing time for contacting the source, shipping the item, and previewing it as well as for acquiring the right space and equipment to use it (such as projectors, tables, and clipboards for games, quizzes, or other interactive items), if necessary. Planning for presentations, especially audiovisual or demonstration projects, also includes the extent of time needed to use the item. Will the program be using the items for a week, a month, or only a day? Sometimes the period of use will be dictated by the source; they might restrict use of a borrowed or rented item to only a few days or weeks.

Cost Considerations

If a program has a small budget for materials, concentrate staff efforts on identifying sources that offer free or low-cost materials. One option with print materials is to order noncopyright publications and then to reproduce or reprint in the quantity the program needs. All Federal publications are reproducible without any restrictions. Many other sources allow users to reprint copyrighted pamphlets, brochures, etc., free of charge, or at low-cost, if permission is obtained in advance. These sources might request a formal, written acknowledgment line on the reproduced or reprinted copies in exchange for permission to duplicate the material. Local printers can provide assistance with the least expensive and best method for reprinting.

Budgeting for audiovisual materials can be more difficult. Program staff with limited budgets should find sources for renting or borrowing films, slides, etc., rather than buying them. Films might cost as much as several hundred dollars, slide-tape presentations up to $80; audiocassettes, $5 to $50; and slides $.75 each. Rentals are generally much less expensive. Materials that can be borrowed for free still require a budget for covering shipping and insurance costs.

Exhibit 3
Sample Form Letter for Ordering Materials

Community Health Program
1601 Rollins Avenue
Silver Spring, MD 20910

June 30, 1982

American Heart Association
National Center
7320 Greenville Avenue
Dallas, TX 75231

To whom it may concern:

Please send two hundred (200) copies of the following publication:

"E" is for Exercise by the American Heart Association, Communications Division, Publication Number 51-027-A, Revised 1981, at $3 per 100 copies.

Please mail the above with your bill to:

Community Health Program
1601 Rollins Avenue
Silver Spring, MD 20910

Thank you.

Sincerely,

Barbara Peterson
Acquisitions

Evaluating Materials

By previewing and evaluating materials, the program staff ensure that what they have selected and ordered does indeed meet their needs and the needs of their clients. Despite its importance, however, program staff sometimes neglect evaluation because of a number of possible constraints, including:

- numerous items to evaluate;
- limited staff time for preview/evaluation;
- limited budgets for preview/evaluation;
- differing viewpoints on the usefulness or appropriateness of materials.

Additionally, many program staff do not have much experience with evaluation and they sometimes feel "out of their league" when it comes to reviewing health education materials. There is a tendency to order materials, use them, and then try to judge their effectiveness through client reactions. Although this trial and error approach can work well in many other areas, it is less effective with risk reduction, especially when considering that, at times, staff have only a one-visit chance to convince clients that certain behavior changes are worth the effort.

A simple and consistent system for previewing and evaluating materials would include:

- specific, written criteria that can be used over and over to evaluate selected materials;
- a standard format for describing the materials and for recording evaluation information which can be used by both present and future staff; and
- an easy scoring method for selecting the most appropriate materials for each circumstance.

The formality and sophistication of the evaluation system will vary from program to program depending on the volume of materials selected and the program budget. Some programs will have the resources to develop a very precise evaluation system that uses outside professional reviewers who can handle a large amount of materials. Other programs will rely on in-house staff who will meet periodically to review materials. Regardless of how the evaluation takes place or who does it, the following pages provide some guidance on the important considerations and factors to assess when deciding if a material is useful or appropriate for the intended audience.

Evaluation Criteria

Materials should be evaluated according to criteria in the four general categories indicated by these questions:

1. How well do the materials match client needs as identified during the initial assessment?
2. What is the instructional quality of the materials?
3. What is the technical quality of the materials?
4. Do the materials match program resources and limitations?

A discussion of each of these four categories follows.

Do the Materials Match Client Needs?

During the client assessment, program staff identified target audience characteristics and needs as well as such factors as goals and objectives, health messages, and educational methods. The ordered materials should be evaluated according to these same categories. For example, the assessment identified target audience characteristics such as age, sex, ethnicity, and culture. Staff should now look objectively at the materials to see if they offer what will be useful and relevant to the audience as described. Consider the following criteria.

Content is relevant to intended use and users. The subject matter should be relevant to the audience and for what it is intended to do. The audience should be able to understand the information because it is presented with illustrations and suggestions that are personally relevant; for instance, materials for a rural audience would show a rural setting and examples. Also, if the information is intended to teach a skill, the cues and step-by-step actions must be clearly stated and must appeal or be applicable to the clients.

Length is appropriate for intended audience. The material should be appropriate to the audience's available time, attention span, and potential use of information. Materials generally should not exceed 15-20 minutes viewing time, and staff should give more time to teaching skills than to providing background information.

Examples are appropriate for each audience. Examples should be appropriate settings, show appropriate objects, and make references to appropriate behaviors, etc. Materials that are designed to teach diet changes to a Native American population, for example, should focus on foods commonly prepared in the local region for the specific Indian group.

Examples cover range of appropriate audiences, if applicable. If more than one audience was identified as potentially appropriate, the materials should contain examples that are appropriate to all of them. Ap-

propriate sex, age, and ethnic groups should be represented. For example, corporate programs aimed at smoking cessation should include both men and women at various organizational levels and in appropriate age groups and should present strategies for change that fit the stresses and temptations of the group.

Format is appropriate for audience. The material should have an appearance that is appropriate for the audience (does not appear too simple or too difficult), and can be used by the audience (has large enough typeface, etc., for the sight-impaired).

Photographs, illustrations, and/or graphics are appropriate for the audience. Photographs, illustrations, drawings, cartoons, graphic symbols, and the like should be acceptable to the audience (e.g., cartoons lack credibility to some low-income audiences), and they should be easily understood by the audience (e.g., very stylized line drawings on an exercise chart may not be understood by senior citizens).

Language/terminology is appropriate for intended audience. The level and type of language (both lay and technical) should be appropriate for the audience. That is, the audience should be able to understand it and will not feel "turned off" or alienated by it. Also, the language should not seem condescending, and it should use appropriate idioms, vocabulary, sentence structures, and speech patterns. However, materials that use slang or colloquialisms, such as the phrase "turned off" as used above, may rapidly become outdated.

Readability level is appropriate for the audience. Readability is one of the most important determinations when looking at client needs as described in the assessment. Readability actually is a subset of using appropriate terminology; yet, it merits a separate discussion. The information contained in the materials must be clear and understandable to the client or it is useless. Readability focuses on these factors: sentence length and vocabulary difficulty.

- Sentence length—materials using large numbers of long sentences are viewed as more difficult (and often as more boring). Difficulty in understanding the meaning of words may stem from unfamiliarity or word length.
- Vocabulary difficulty—unfamiliar words might be either specialized or technical (e.g., "carcinogen" or "pulmonary"), or they are used in an unfamiliar way (e.g., "stepped-care"). Long words (over three syllables) are often viewed as more difficult than short ones.

Numerous readability formulas exist that attempt to predict readability either by the length of the word (e.g., Log, Flesch) or by the difficulty of the word (e.g., Dale-Chall).* Although these formulas are relatively easy to use and provide a gross estimate of an item's readability, they do have several important limitations:

- Word length is not always a reliable indicator of difficulty since many words of three or more syllables are familiar (e.g., "family"), and many shorter words can be difficult depending on their familiarity or context (e.g., "dilate," "intake").
- The predictability of the formulas on non-English text is unknown.
- The formulas do not account for other aspects of text which may produce difficulty, such as long sentences made up of short words; sentences with multiple negatives; sentences with unclear subjects or antecedents; overall length of paragraphs, even when made up of many short sentences; and size and type of layout used. (Pages with small, packed type and little white space between and around paragraphs produce less approachable text that is therefore less readable and comprehensible.)

The above criteria are only some of the possible considerations when evaluating materials for use with specific clients. All of these criteria, as well as others, appear on one or more of the sample evaluation forms shown in Exhibits 4 and 5 on pages 18 and 20. Both forms use the same front sheet where the staff describe the materials and the audience. Exhibit 5 shows a longer, more complete evaluation format. Depending on program needs, staff may want to use one of these forms in its entirety or they may want to adapt one of the sample versions for local use.

What is the Instructional Quality of the Materials?

The instructional quality of the materials refers to how effective they are as teaching aids. When program staff evaluate the instructional quality of materials, it is useful to investigate the following aspects:

Goals and objectives are stated clearly in the presentation. The clients should be able to tell what they will learn and/or be able to do as a result of the presentation.

An overview or introduction is provided. An introduction is helpful in that it explains what is included in the material, how the information is

*See Appendix F for references on readability tests.

arranged, how to use any accompanying material, etc.

A rationale for learning and benefits/consequences are provided. This gives the client a reason for reading or viewing the material and tells what might be gained by using presented information, or lost by ignoring the facts and by continuing current unhealthy habits.

Key points are highlighted and easy to locate. The client should easily be able to find important information or get back to a key point. Materials should use bold type, different typefaces, arrows, underlining, bullets, indexes, tabs, and other similar devices for highlighting.

Information is presented in a logical order. The presentation should follow a described order and give information in such a way that the client is likely to want and use it.

An opportunity to practice is provided/directed, if appropriate. The item should give the client a chance to try out the suggested behavior by providing the needed forms, materials, and directions for use. Materials may also give feedback on correct answers or behaviors. Since behavior change is often the goal, this criterion is especially important.

Technical terminology is explained. Material should give the client synonyms or simple explanations for technical or medical terms.

The material actively involves learner/requires response, if appropriate. Material should encourage the client to respond and show what has been learned by answering questions and/or performing behaviors.

What is the Technical Quality of the Material?

The technical quality of the material refers to the quality of both the content and the features of the materials. An explanation and description of each of these categories follows.

Content of the Materials. Evaluating the technical quality of the content involves assessing currency, accuracy, and completeness of the information. Assessing currency is important because medical information often changes rapidly. Staff who do not check to see if the materials contain up-to-date information may inadvertently present (or fail to correct) outdated information.

Assessing technical accuracy is equally important. Technical accuracy is based on a professional judgment made by program staff or by external reviewers familiar with the subject matter. All reviewers should have a common understanding of what constitutes technically correct information. Because many health topics are controversial and the possibility exists for differing viewpoints among staff, most organizations will need to set aside time for establishing an overall program viewpoint.

In reviewing for technical accuracy, ensure that the materials:

- contain no inaccurate information;
- present the most up-to-date statistics, philosophies, suggested treatments, typical patient concerns;
- openly identify any biases, such as a preference for a particular diet;
- reflect the philosophy, terminology, procedures, and approaches of the program using the materials; and
- label clearly any misconceptions.

Finally, the content of the materials should be evaluated for completeness. Completeness can be assessed through a professional judgment based on intended use. Every item should contain whatever information is needed to accomplish what it is meant to do. For example, a 2-minute film designed to trigger a group discussion need not contain all the available information on a particular topic. It is only intended to be used as an introduction to a topic, not as a full presentation of even one aspect of a topic, and should only be evaluated in terms of what the material is expected to do. If it contains the information it needs to accomplish its particular objective, it is then judged to be complete.

If the materials are designed to teach the client without additional assistance from staff, or if they are to be used at home as further reinforcement for behavior change, then they should also contain specific directions. These directions should state, for example, when to do a certain behavior, as well as when to stop doing it, such as medication taking, how to note any problems which might occur in the process, and what to do if they occur.

Features of the Materials. In addition to evaluating how well materials are designed, program staff will want to examine the effectiveness of the chosen medium. Certain criteria are specific to the medium, such as print size and layout for print materials, while others are generic. Program staff might want to consider the following criteria:

Medium selection is appropriate to goals. The goals of the material should be aided by the format used. For example, behaviors requiring motion are best shown by video or film, while those requiring

recognition of sounds should be accompanied by audio.

Unnecessary terms and visual details are eliminated. Materials should use only terminology that is needed. They should not use extra labels or pictures or show details that are not needed to make the point.

Visual labels are consistent with terms in text/script. The text should use the same terms as the labels on the visuals.

Visuals are relevant to text. Visuals should deal with points mentioned in text and illustrate key points or give examples.

Material holds reader's interest and attention. Materials should not bore, confuse, or alienate the reader.

Visuals are accurate. Content, illustrative detail, and labels should be accurate.

In addition, for slide-tape and videotape presentations:

Pacing is adequate. Presentation should move slowly enough to permit digestion of key points but not bore the viewer.

Sound quality is adequate. The sound should permit complete understanding of dialogue and other narration, music, and any special effects. Music and narration should not compete.

Synchronization is adequate. Visuals should reinforce the narration and should not introduce extraneous or conflicting information.

Presentation permits learner control, if appropriate. The program should have the capacity to be started, stopped, advanced, or repeated by the learner as needed.

Titles, labels, and other print cues are clearly readable. All print should be legible and clearly related to appropriate parts of the visuals.

Do the Materials Match Program Resources and Limitations?

The program staff will also want to ensure that the materials are practical for program use. This involves considering such logistical criteria as:

- Do the materials match the available budget, i.e., are the materials affordable?
- Does the program have the equipment to use the materials, such as slide projectors, carousels, film projectors?
- Does the program have the necessary facilities for the material, such as a room large enough and dark enough for viewing films?
- Are the materials readily available?

All of the information given in the above four categories allows for simple and straightforward approaches to evaluating the adequacy of selected materials within the framework of identified client needs and of the program's available resources. To simplify the approach, the following section presents information on standardizing the evaluation format.

A Standard Format for Evaluation

Program staff can use a variety of forms to evaluate their materials, depending on their particular information needs. Programs with a small volume of materials, few reviewers, and little need for recordkeeping or justifying their selections may want to use concise forms like the one in Exhibit 4. Such forms require a simple professional judgment on each of the major factors affecting the selection of a material.

On the other hand, those programs that screen large volumes of materials may want precise determinations on which to base their selections. These programs might opt for a detailed form which calls for consideration of a number of elements for each major factor. For example, these programs might comprehensively examine the instructional quality of each material and want specific information on such aspects as adequacy of objectives and introductions and inclusion of practice options as described previously. Exhibit 5 shows the form for collecting extensive data.

In a test* of how effective these two forms are, reviewers found that using the concise and extensive formats led to the same evaluation results on the scale of "inadequate" to "excellent." They found, however, the short form (Exhibit 4) to be slightly better for evaluating audiovisual materials. The long form made it difficult to recheck certain details without viewing the audiovisuals two and three times, a requirement that makes the evaluation process less simple than it should be.

The reviewers also found that the long form (Exhibit 5) serves particularly well in two specific circumstances. First, the long form can facilitate

*See Appendix H for a description of two hypothetical examples demonstrating the application of the evaluation methodology and the use of the forms given in this text.

recordkeeping for those programs interested in documenting and retaining for future use their materials evaluation efforts. Second, because of the level of detail on the long form, it can be used to assess the planning and development of materials by program staff who want to design their own publications and audiovisuals.

Blank short-version and extensive-version evaluation forms are provided in Appendix G for reproduction by local program staff.

Exhibit 4

Evaluation Form — Short Version

Date reviewed: 1/16/82
Reviewer: ZANKEL
Title: FITNESS FOR YOUR 30TH, 40TH & 50TH
Producer/Author: HEALTH EDUCATION RESEARCH, INC.
Contact: AV COMMUNICATIONS
10 LAKE BOULEVARD
STUDIO CITY, CA 91604
Price: $350 PURCHASE; $35 RENTAL
Length: 19 MIN

Publication Date: 1980

Reproduction Restrictions:
_____ None
_____ Permission req'd.
_____ Citation req'd.
_____ Payment req'd.

Format: 16 MM FILM
(Check all that apply)
_____ Print
_____ (specify)
_____ No. of pages
✓ Film (circle one)
16-mm slides (16-mm) (super 8) loop
_____ No. of minutes
_____ Videotape (circle one)
3/4 in. 1/2 in.
_____ Audiocassette
_____ Slide/tape
_____ Other
_____ (specify)

Readability:
_____ Very easy (6-7)
_____ Easy (8)
✓ Average (9-10)
_____ Fairly difficult (11-13)
_____ Difficult (14-16)

Comprehensiveness:
_____ Part of the described program
✓ Accompanying support materials
_____ Instructor guide
_____ Client assessment instruments
_____ Monitoring forms
_____ Patient contracts
_____ Group discussion guidelines
✓ Other: PRE-TEST & POST-TEST

Mode of Delivery:
_____ Individual
✓ Group
✓ Instructor-led
_____ Self-instructional

Audience Characteristics:
Population:
✓ White
✓ Black
✓ Hispanic
✓ Asian/Pacific
✓ Native American
_____ Other:

Age:
_____ Pediatric
✓ Adolescent
✓ Adult
✓ Geriatric

Physical disabilities:
✓ None
_____ Sight impaired
_____ Hearing impaired
_____ Other:

Sex:
✓ M
✓ F

Language:
✓ English
_____ Spanish
_____ French
_____ Asian/Pacific
_____ Other:

Socioeconomic status:
✓ High
✓ Middle
_____ Low

Setting:
_____ Inpatient
_____ Doctor's office
✓ Outpatient clinic
✓ Community outreach
✓ Self-help group
✓ Worksite

Outcomes/Goals:
✓ Clarify values/change attitudes
_____ Provide background information
_____ Solve regimen-following problems
✓ Perform skills/use procedures
✓ Modify behavior

Exhibit 4

Evaluation Form—Short Version (continued)

page 2

	YES	NO
The materials are complete, accurate, and up to date.	(Yes)	No

Comments: GOOD, GENERAL INFO FOR NON-INFORMED AUDIENCE. PAMPHLET INCLUDED

The materials are appropriate for the audience (consider language, length, examples). (Yes) No

Comments: APPROPRIATE LENGTH - GOOD EXPLANATIONS, VERY CLEAR. MINORITIES PRESENTED IN POSITIVE ROLES

The materials are instructionally effective. (Yes) No

Comments: EXPLANATIONS OF TERMS & DIRECTIONS ARE VERY CLEAR.

The medium is appropriate and effective. (Yes) No

Comments: GOOD FOR INTRODUCTION, MOTIVATION

Overall comments: I FELT THAT THIS WAS A GOOD FILM TO MOTIVATE AND INSTRUCT "NON-EXERCISERS."

Strengths: TECHNICAL TERMS WERE NOT OVERWHELMING AND IDEAS WERE PRESENTED IN A NON-THREATENING WAY.

Limitations:

Suggested use: SELF-HELP GROUPS

Overall, I would rate this material as ☐ Excellent ☑ Very Good ☐ Good ☐ Adequate ☐ Inadequate

Comments: EXCELLENT ACCOMPANYING MATERIALS

Exhibit 5

Evaluation Form — Extensive Version

Date reviewed: 1/16/82
Reviewer: ZANKEL
Title: FITNESS FOR YOUR 30TH, 40TH & 50TH
Producer/Author: HEALTH EDUCATION RESEARCH, INC.
Contact: AV COMMUNICATIONS
10 LAKE BOULEVARD
STUDIO CITY, CA 91604
Price: $350 PURCHASE, $35 RENTAL
Length: 19 MINUTES

Publication Date: 1980

Reproduction Restrictions:
- ____ None
- ____ Permission req'd.
- ____ Citation req'd.
- ____ Payment req'd.

Format: 16 MM
(Check all that apply)
- ____ Print
- ____ (specify)
- ____ No. of pages
- ✓ Film (circle one)

16-mm slides (16-mm) (super 8) loop
- ____ No. of minutes
- ____ Videotape (circle one)

3/4 in. 1/2 in.
- ____ Audiocassette
- ____ Slide/tape
- ____ Other
- ____ (specify)

Readability:
- ____ Very easy (6-7)
- ____ Easy (8)
- ✓ Average (9-10)
- ____ Fairly difficult (11-13)
- ____ Difficult (14-16)

Comprehensiveness:
- ____ Part of the described program
- ✓ Accompanying support materials
- ____ Instructor guide
- ____ Client assessment instruments
- ____ Monitoring forms
- ____ Patient contracts
- ____ Group discussion guidelines
- ✓ Other: PRE-TEST & POST-TEST

Mode of Delivery:
- ____ Individual
- ✓ Group
- ✓ Instructor-led
- ____ Self-instructional

Audience Characteristics:

Population:
- ✓ White
- ✓ Black
- ✓ Hispanic
- ✓ Asian/Pacific
- ✓ Native American
- ____ Other:

Age:
- ____ Pediatric
- ✓ Adolescent
- ✓ Adult
- ✓ Geriatric

Physical disabilities:
- ✓ None
- ____ Sight impaired
- ____ Hearing impaired
- ____ Other:

Sex:
- ✓ M
- ✓ F

Language:
- ✓ English
- ____ Spanish
- ____ French
- ____ Asian/Pacific
- ____ Other:

Socioeconomic status:
- ✓ High
- ✓ Middle
- ____ Low

Setting:
- ____ Inpatient
- ____ Doctor's office
- ✓ Outpatient clinic
- ✓ Community outreach
- ✓ Self-help group
- ✓ Worksite

Outcomes/Goals:
- ✓ Clarify values/change attitudes
- ____ Provide background information
- ____ Solve regimen-following problems
- ✓ Perform skills/use procedures
- ✓ Modify behavior

Exhibit 5 (continued)

page 2

Technical Accuracy/Currency/Completeness

Content/factual information is accurate. (Yes) No

Comments: GOOD GENERAL INFORMATION FOR A GENERAL AUDIENCE; ENOUGH FACTS & ILLUSTRATIONS.

Information is up to date. (Yes) No

Comments: STRESSES CARDIOVASCULAR FITNESS BUT PRESENTS OTHER POINTS CURRENTLY EMPHASIZED BY THE FIELD.

All information needed for use is presented (all steps, cues, cautions, etc.). (Yes) No

Comments: GOOD OVERVIEW OF ALL IMPORTANT ISSUES.

Deals with common questions, misconceptions, problems, if appropriate. (Yes) No

Comments:

Appropriateness to Audience/Use

Content is relevant to intended use. (Yes) No

Comments:

Language/terminology is appropriate for intended audience. (Yes) No

Comments: TECHNICAL TERMS ARE NOT OVERWHELMING AND IDEAS ARE PRESENTED IN A NON-THREATENING WAY.

Length is appropriate for intended audience. (Yes) No

Comments: VERY CLEAR EXPLANATIONS.

Examples are appropriate for each audience. (Yes) No

Comments:

Examples cover range of appropriate audiences (comprehensiveness). (Yes) No

Comments: VERY POSITIVE IMAGE OF SEVERAL ETHNIC GROUPS; ALL AGES INCLUDED.

Format is appropriate for audience (type size, layout). (Yes) No

Comments:

Exhibit 5 (continued)

page 3

Instructional Quality

Goals and objectives are clearly implied or explicitly stated early in the presentation. (Yes) No

Comments: OBJECTIVES ARE NOT ONLY STATED BUT ARE ALSO CONTINUOUSLY HIGHLIGHTED THROUGHOUT THE FILM.

Overview/introduction to presentation provided. (Yes) No

Comments:

Rationale for learning and benefits/consequences are provided. (Yes) No

Comments: ALONG WITH BENEFITS TO ONE'S HEALTH, ELEMENT OF FUN AND ACCOMPLISHMENT IS STRESSED.

Key points are highlighted and easy to locate. (Yes) No

Comments:

Holds reader's interest and attention. (Yes) No

Comments: PERHAPS A LITTLE TOO "CUTE" PRESENTATION OF DAILY OPPORTUNITIES TO EXERCISE.

Visuals are accurate. (Yes) No

Comments: EXCELLENT COLOR & SCENES; VERY REFRESHING AND UPLIFTING IMAGE.

Overall comments: ENJOYED SEEING IT AND WOULD USE WITH MY GROUP; EXPENSIVE TO PURCHASE.

Strengths: INFORMATION ALL ACCURATE, COMPLETE & COMPREHENSIVE; PRESENTED IN EXCITING WAY; HIGHLY MOTIVATIONAL.

Limitations: ACTING A LITTLE TOO PRETENTIOUS. DID NOT ADDRESS THE ISSUE OF HOW TO MAINTAIN MOTIVATION TO CONTINUE FITNESS PROGRAM.

Suggested use: PARTICULARLY APPROPRIATE FOR WORKSITE PROGRAM SINCE IT INDIRECTLY IMPLIES USE OF SOCIAL SUPPORT AT WORK.

Overall, I would rate this material as ☐ Excellent ☑ Very Good ☐ Good ☐ Adequate ☐ Inadequate

Comments: EXCELLENT ACCOMPANYING MATERIAL.

Evaluation Scoring Options

When using forms to structure and record the evaluation process, attempt to keep scoring as simple as possible. Traditionally, simple responses are:

- Yes/no answers, which are easy to score but force a limited choice on the reviewer (see Exhibit 4);
- 5-point Likert-type scales, which allow the reviewer to rate the extent to which he or she agrees or disagrees with a statement (see example below);
- 10-point scales, which spread the range of response even further, but are likely to give less reliable responses across rates.

Example:
Criteria: *Visuals are relevant to the text.*

Strongly Agree					Strongly Disagree
5	4	3	2	1	

Scoring can be done by creating a total score and making decisions based on the total, creating subscores for various important factors and making decisions based on those, or weighting each score and making decisions based on the total score.

Each method has advantages and disadvantages related to the ease of scoring and the certainty of results. Creating a total score by adding up the points for each item is relatively easy but may not accurately represent the value of the material. On the other hand, creating subscores provides a more accurate picture of value because it allows the more important items to have more weight. This requires the staff to decide the priorities for items in advance and to deal with weighted totals.

Additional Considerations

When evaluating health education materials, also consider reviewer selection and a recordkeeping system for evaluation results. The selection of reviewers is important. Choose reviewers who understand the purpose of the evaluation process and who have the expertise to judge appropriate materials according to the criteria established by program staff. Also, the number of reviewers for each material is less important than their ability.

Using a system to record or compile the results of the evaluations can be most helpful, especially when selecting among a wide variety of materials. Some program staff may want to consider using a cataloging tool such as the matrix found in Exhibit 6. This matrix lists the evaluated materials by title on one axis, and descriptive criteria for deciding appropriateness to the audience and quality of presentation on the other axis. This is not the only way to compile the results of the evaluation, but it allows staff to see at a glance the materials among those reviewed that would be good choices for their clients.

Exhibit 6

Matrix for Recording Evaluation Results

				Population Characteristics										
Title*	Format and Length	Setting	Mode of Delivery	Ethnicity	Sex	Age	Language	Reading level	Socioeconomic status	Other	Outcome/ Goals	Price	Overall Rating	Comments
Jumping Into Jazzercise	16 mm & Super 8 10 min	self-help group, worksite	group education	White	M & F	Adult & Geriatric	English	N/A	Middle		Gives information Clarify values Modify behavior	$250 purchase $15 rental or preview	Very Good	Fun element adds to effectiveness
Fitness for Your 30ish, 40ish & 50ish	16 mm & Super 8 19 min pre-test & post-test	Community Outreach Self-help group Worksite	group, instructor led	White Black	M & F	Adult & Geriatric	English	Average	High Middle Low		Clarify values Change Attitudes Modify Behavior	$340 Purchase $35 Rental	Very Good	Combination of AV & Print, non-threatening way of presentation
The Outrun Game	21" square game board & kit	Self-help group, Worksite	group, instructor led	All	M & F	All ages	English	N/A	High Middle Low		Perform Skills Modify Behavior	$24 per set pre-paid	Very Good	Element of fun enhances appeal
Turning Fatness to Fitness	print	Outpatient Clinic Community Outreach Self-help group Worksite	group, self-instructional	All Populations	M & F	Adult & Geriatric	English	Fairly Difficult	High Middle Low		Clarify Values Provide Information Perform Skills Modify Behavior	$11.95 285 p book	Very Good	Comprehensive coverage excellent referencing

*Fictitious Titles

When Materials Don't Totally Meet Needs

In many cases, existing materials only partially meet program needs and program planners are then forced to either create their own materials or adapt existing ones. Whenever possible, adaptation is suggested because it can generally be accomplished more quickly and inexpensively. However, before adapting materials, be sure to check on any copyright restrictions. Changing some materials would be completely prohibited by copyright law. Others, such as this Government publication, can undergo any change from a "cut and paste" to reprinting because it does not fall under any copyright restrictions. If unsure about copyright laws, see the discussion on page 12 under "Cost Considerations" and check with someone familiar with the newest copyright regulations. A local librarian will know the laws or how to access them.

Circumstances where materials might be tailored include when materials are too long, sequenced differently than needed, use different terminology, or are aimed toward an inappropriate audience.

Lengthy materials (print or audiovisual), in which only a portion is applicable to the audience or to the circumstances for presentation can be adapted as follows:

- For print materials — "cut and paste" appropriate sections, ensuring that continuity is maintained (similar language and style of presentation are used).
- For audiovisual materials — begin a film or videotape at the start of relevant information and precede its use with an introduction that provides any needed information from the unshown portion.

Materials that are sequenced differently than needed can be made to fit program needs in a similar manner.

- For print materials — "cut and paste" to obtain desired sequence, ensuring continuity of explanation.
- For audiovisual materials — edit videotape to desired sequence or play portions of film, or show videotape in desired sequence, using group discussion while subsequent portions are set up to be shown.

Print and audiovisual materials which use different terminology than that used by the program can be adapted in a number of ways. Provide a glossary of the terms with their synonyms along with the presentation of the material, or before providing the item, explain that it uses different words to say the same things the program is saying and then provide the words; also, for print items, "cut and paste" to replace undesirable terms with ones used by the program.

For materials which use a different audience than the major one(s) being dealt with by the program, explain that the concepts being shown can be generalized to a variety of types of people and point out what clients should be aware of when viewing or using the materials. When possible, also provide an example of how the client can personalize the information given.

Aids to Developing Materials

Occasionally, program staff may find they need materials where none are available or where the available materials are so outdated that they are inappropriate. Numerous guides are available for assisting program planners when designing instructional materials. Some focus on the design of the information to be taught, while others focus on the creation of various media. Widely used references are listed in Appendix F.

Summary of Selecting, Evaluating, and Using Health Education Materials

The process of selecting health education materials that are useful and effective involves foresight on the part of program staff. The preliminary planning includes identifying the needs of clients, as well as the purpose, direction, and methods of the program. The preceding pages attempted to explain some possible approaches to the planning steps, plus the process of selecting and evaluating the health education materials for reducing risks.

Even though the amount of time and effort put into selecting and evaluating health education materials will vary from one setting to the next depending on resources and client characteristics, the basic concept remains stable: successfully encouraging and motivating people to make healthy behavior changes is more likely if the materials selected for use are appropriate and effective. Good materials selection can only take place if the health professionals and counselors know their clients, know what to look for in materials, and take the time to order and review the best of what's available and affordable.

To complement this concept the next section deals with a subsequent step in helping clients to reduce risk, the step of referring clients to other sources of community care.

Referring Clients to Other Community Programs

Not all risk reduction programs can be all things to all clients. Some programs offer only detection services. Others offer detection services plus followup risk reduction counseling for certain specific risk factors. Because of the possible variations, this Source Book offers some guidance on the whys and wherefores of referring clients to other community programs whenever additional services are needed.

Referral is the process of linking a person who has an identified risk with a community health service that may help the person to reduce that risk. Because of the many possible combinations of services for risk detection and risk reduction, the situations that may require referrals are also potentially many. For simplicity, this chapter discusses the rudimentary considerations for making client referrals to any type of risk reduction service after program staff have identified the risks.

Risks are detected via three basic methods:

- Self-detection, where individuals themselves discover a medical or behavioral condition that makes them think they are at risk. For example, an overweight person might read an article on the dangers of obesity and realize a need to lose weight, or a smoker may begin to cough when arising in the morning and decide to break the smoking habit.
- Visits with health care providers, where the provider identifies the risk, explains it to the patient, and recommends remedial action to reduce the risk.
- Risk detection activities, where indiviuals learn of their risks through activities such as health fairs, categorical disease-risk detection programs (e.g., high blood pressure, diabetes), multiphasic screenings, and health risk appraisals.

In all three cases, individuals often do not receive enough information to make sound decisions on possible risk reduction activities. As a result, they sometimes fail to take positive action or may even take inappropriate actior, such as starting a risk reduction program that does not fit their personal needs. Risk detection thus has only a potential benefit to individuals. The benefit will not be realized unless detection is accompanied by appropriate, sustained action by the individual. Because many people never make the link between risk detection and risk reduction services, every program should provide a good referral component to ensure that people act to reduce risks.

Referring for Risk Reduction: A Three-Step Process

A referral is more than simply telling a program participant what he or she needs to do. It is a three-step process: (1) determining need for a referral, (2) making the referral, and (3) following up on the referral.

Determining Need. After a health appraisal, program staff can clarify for a client the nature of the health risks and possible remedial actions, such as regular Pap smear tests for someone with a family history of cancer. Counselors can then help clients to identify other specific issues that may affect the type of risk reduction services they need and how ready they are for a referral to another health service. For example, counselors can help clients think about personal preferences, costs, transportation needs, and any physical limitations that might preclude someone from realizing the benefits of a particular referral.

Making the Referral. The referral to a risk reduction service is made after the client expresses an interest in participating in a risk reduction program. The referral involves giving the client the location, schedule, fee (if any), and other pertinent facts about the referral service. Sometimes staff may want to give referral information on more than one service so that the client has a choice among several possible options. Depending on the system used, the staff may want to contact the referral service directly to set an appointment for a client. In special instances, such as with the discovery of a medical emergency (e.g., a confirmed diastolic blood pressure of 120 mm Hg or above), program staff should immediately refer (and perhaps escort) a client to medical assistance.

Following Up on a Referral. Followup involves contacting all clients to see that they have taken positive action to reduce their risk. Program staff can also use the followup phase to reinforce for clients the importance of taking positive action once the risk has been identified and the referral made. The followup action on a referral can also provide information on whether clients were satisfied with the services to which they were referred. Following up on referrals can thus provide information that will help to improve future referrals. For example, at a minimum, the followup on referrals will let staff know to remove from the referral list any services that clients have consistently found unsatisfactory. The followup step is perhaps the most neglected aspect of referral, yet it has the potential to improve greatly the entire referral process.

Timing The Referral

Studies have shown that the timing of the referral influences how many clients respond to the recommendation to seek health services. A referral should occur as soon as possible after detecting a risk. A rapid and well-handled referral reinforces to individual clients the importance of taking positive action.

Developing a Referral System

Developing a referral system is a nine-step process consisting of:

1. Determining the types of services that will be needed.
2. Locating those services in the community.
3. Collecting information on the services.
4. Determining the appropriateness and quality of the services.
5. Developing a referral list.
6. Developing a referral protocol.
7. Developing a followup system.
8. Training people to make referrals.
9. Periodically updating the referral list.

The following sections describe each of the above steps.

1. Determining the Types of Needed Services

A review of the risk factors that the program covers will help to determine initially the types of risk reduction services the program staff may have an interest in locating. For example, a comprehensive health risk appraisal program may cover smoking, weight problems, and hypertension. The program staff would then locate other community services that offer activities for those particular risk areas.

A review of client population characteristics is another approach for determining needed risk reduction services. For example, if the population has a large number of hypertensives or smokers, the priority would be locating community high blood pressure control programs and smoking cessation services.

A third approach would be to survey local clients on the health problems they perceive as important and on what kinds of services they feel they need. Although not necessary, using all three of these approaches will help to determine both the needs and the desires of the clients.

Once program staff have determined the types of needed services, it is helpful to gather information on what the services entail. Gather this information by reviewing the literature and by consulting experts. Many of the national organizations listed in Appendix C offer information on risk reduction services. Local units of national voluntary health associations, local public health departments, and nearby health science schools are also good sources of such data.

The services needed for risk reduction may be roughly divided into three categories: medical services, behavior change services, and social services.

Medical services. Certain risk factors require medical attention. For example, elevated blood pressures or positive laboratory test findings may indicate a need for medical expertise in confirming, evaluating, diagnosing, and treating the risk factor.

A family history of some diseases means advising the client to have regular medical checkups related to those diseases.

A client may also need medical attention to determine the appropriate risk reduction activity for certain conditions. For example, an older participant or a participant with a history of heart disease may need medical advice on appropriate types of exercise activities.

The medical services also include mental health services, especially in cases of severe depression, suicidal tendencies, or other major mental health problems.

Behavior change services. Behavior change services are group or individual activities aimed at helping clients adopt healthy habits or stop unhealthy habits. These include: smoking cessation programs, weight loss classes, exercise groups, support groups such as Alcoholics Anonymous, stress management and coping skills classes, and special or general nutrition instruction programs.

Social services. It is not unusual to discover during health appraisal that some clients have special needs that social service organizations could meet. For example, a client with a risk factor requiring medical attention may not be able to afford medical services, or a client with a high stress level may be having a major family or financial crisis. Social service agencies generally have experience in helping people in these situations. Using social services is particularly important when working with poor clients.

2. Locating Services in the Community

Locating appropriate risk reduction services in the community is a relatively simple task. Organizations which keep lists of, or are aware of, these services include:

- The local information and referral program, which is usually housed with the United Way or Commu-

nity Chest agency, or may be located in major social service agencies. Information and referral programs maintain comprehensive lists of social and health programs in the community, and are in the business of linking citizens to those services. Most information and referral programs print community directories of services. (See earlier reference to the Alliance of Information and Referral Systems, Akron, Ohio, on page 11.)

- Local health departments, which are often aware of and maintain lists of risk reduction services.
- Public mental health centers and mental health associations, which may provide services or may know about other public and private services.
- Community health promotion and health education programs, particularly Area Health Education Centers (AHECs), Health Education Resource Centers (HERCs), and health education or promotion councils.
- Health Systems Agencies (HSAs), which maintain lists of most publicly supported and voluntary health risk reduction programs.
- Voluntary health organizations, such as the American Heart Association, the American Lung Association, the American Cancer Society, the Red Cross, and others. These organizations are listed in the telephone book under their national names or under the state (e.g., Oregon Heart Association) or local (e.g., Portland Heart Association) names. Appendix C lists the names and contact information for most of the national voluntary health associations that have local units.
- Private health services, such as health spas and commercial smoking cessation or weight loss programs. These are usually found in the Yellow Pages under applicable risk reduction subjects.
- Community centers and religious organizations, such as the YMCA and YWCA, the Jewish Community Center, the Seventh Day Adventist Church, and other such organizations, which may sponsor a variety of risk reduction activities.
- City or county recreation departments, which often sponsor exercise and physical activities.
- Community hospitals, some of which offer health promotion and risk reduction services.

When contacting all of the aforementioned organizations, explain the reason for the information request. Many of these local organizations offer special programs that may not be part of their standard services, and some offer reduced group rates for a guaranteed number of clients.

3. Collecting Information on Community Services

When collecting information on community services, develop a systematic way of recording and filing the information. Create a standard form, such as that shown in Exhibit 7. Record the following information:

- name of the organization;
- address and phone number of the central office and any branch offices or centers;
- name of a contact person (if appropriate);
- type of activity offered, including a description of methods used; for example, rather than saying simply that an organization offers exercise activities, say that it offers instruction in jazz dancing, aerobic dancing, and a jogging program;
- length of activities (e.g., one class a week over 6 weeks);
- schedule of activities;
- special services, such as babysitting;
- any special requirements, such as age, sex, or income; membership in an organization or residency in a certain area; or examination by a medical professional prior to participation in some activities.
- costs, including any sliding-scale fees or special reduced fees for students or senior citizens;
- types of participants, for example, singles, young families, senior citizens; and
- date the information was recorded.

Also ask for brochures or other print materials on the services offered. Keep these in a file folder along with the service description for potential clients to review. Often an organization will send several copies of print information so that they may be given to potential clients.

Keep the file folders in a central file according to organization so the staff can keep information up to date with new correspondence or other new information as it comes in.

Exhibit 7
Collection Form for Referral Services

EXERCISE
Type of Activity

Name of Organization: Southport Community Center

Address: 1234 Main Street
Anytown, USA 11011

Phone: (933) 788-1111

Contact Person: Bill Jones, Recreation Coordinator

Description of Activity: The Southport Community Center offers a comprehensive exercise program with classes for adults and senior citizens. Activities include swimming in the Center's indoor pool, jazz dancing, aerobic dancing, jogging, walking, calisthenics, and swimming courses for the handicapped.

Length of Activity: Classes usually meet two to three times a week for 8 weeks and are renewed based on participation.

Schedule of Activity: During the week, most classes are scheduled in the morning and the evening. Check individual class schedules.

Special Services: Baby-sitting offered at $1.00/hr. M-W-F-SA 9AM-Noon and T-TH 6PM-9PM. Shower and bath equipped for handicapped.

Special Requirements: Permission from MD if 35 and over or if handicapped. Center members have preference in scheduling and 25 percent discount on fees. Southport residents pay reduced membership fees.

Cost and Fees: Resident membership: $100/yr. single, $150/yr. family.
Nonresident membership: $150/yr. single, $200/yr. family.
Class fees range from free to $15 for members and from $15 to $20 for nonmembers.

Types of Participants: Varies from young singles and families to senior citizens, mostly from the west side of town.

Date Information Recorded: 2/15/82

4. Determining the Quality and Appropriateness of Services Offered

Some risk reduction services are of excellent quality; others may not be. Additionally, some programs will be appropriate for certain clients; others will not. Determining quality can be difficult, time consuming, and is subject to disagreement among reviewers.

Despite these difficulties, the program staff have an obligation to assist clients in avoiding poor quality or inappropriate services. The following guidelines should be useful.

Determining Quality

A risk reduction service that focuses on individual behavioral change should have the following characteristics:

- The methods used by the service should be safe and effective, as determined by experts in the particular field. A review of articles and reports written by experts in the field of risk reduction methods should help local program staff to judge safety and effectiveness. Many of the national resource groups listed in Appendix C also offer guidelines and standards for effective programs.
- A quality program will use several health education methods for complex behavior changes, such as smoking cessation or weight loss. For example, a smoking cessation program might use a combination of education, stimulus control, self-monitoring, contingency contracting, deep breathing, and social support.
- The referral program staff should conduct an entry interview to determine client needs.
- Program staff should also tailor service activities to individual client needs. This is reflected by flexible program planning and time for individual counseling. For example, a weight loss program should account for individual dietary preferences.
- The referral program staff should also offer followup activities. For example, an ideal smoking cessation program might include a buddy system for mutual reinforcement, weekly contact by a counselor for several weeks or months after cessation, telephone or mail contact for up to a year after cessation, and the option for clients to rejoin classes for free or at a reduced cost if they suffer temporary relapses.
- The staff providing the service should be trained and qualified for their work. Qualification may be through formal certification, or it may be expertise gained through experience.
- The reputation of a program can be checked by talking with other community organizations or, if the program charges fees, by contacting the Better Business Bureau.

Some services do maintain detailed evaluation statistics which may be examined to determine program effectiveness. This is rare, however, and subject to abuse. For example, some smoking cessation programs will claim high initial quit rates, but give no information about recidivism. Any statistics on effectiveness should be reviewed with caution.

Perhaps the best method to determine the quality of service is to ask the assistance of knowledgeable outsiders. These might include local health educators, health care providers, nutritionists, mental health professionals, and representatives of voluntary health associations.

Determining Appropriateness

A risk reduction program that offers services appropriate to client needs has the following characteristics:

- The location suits most of the clients, meaning that the distance is reasonable to clients' homes and worksites or within reach of public transportation without unreasonable expenditures of time and money.
- The schedule also suits client needs by including evening hours if a large portion of the population works and can only attend evening activities.
- The cost is reasonable and affordable. In some larger cities, the costs for a type of service may vary greatly. For example, the cost of smoking cessation services may range from free to more than $600. On the other hand, the membership fee for a nonprofit or profit-making gymnasium or a physical fitness facility may be comparable, and the client may choose one over the other strictly on the basis of location and schedule. Always ask about group or special discounts and if the fee is refundable after a trial period or for an unused portion of the time.
- The program offers special services or equipment that clients might need, such as child care or special facilities for the physically handicapped.
- The program is responsive to the characteristics of the client population, such as income, education level, ethnicity, or cultural factors. For example, the diet/weight loss classes should consider ethnic dietary preferences. The clients in a risk detection program will consider all of these factors, so

should the referring program when searching for appropriate risk reduction services.

Given sufficient information, most people can judge the appropriateness of a particular service for their own life situation. Be sure to provide clients with as much information as possible, including a range of variables such as several prices for types of service as well as the methods used. This allows clients to make their own choice on the most appropriate or useful service. Some cautionary advice by the program doing the referring is in order in some situations, such as when a client considers signing a long-term, expensive contract for a risk reduction service.

5. Developing a Referral List

There are several methods of developing the referral list for client use; for example, the program could:

- Maintain the list in a file cabinet for clients and staff to use. This file can include extra brochures and other information to be filed along with service descriptions.
- Maintain several loose-leaf ring binder notebooks of service descriptions indexed by type of service. This system is portable and can be updated easily.
- Print and bind a referral list. While this allows the program to distribute the list to clients, it is more difficult and costly to keep up to date.

Of the three systems, the ring binder notebook probably is the best combination for comprehensiveness, portability, and ease of updating. Copies of program information may be made from the notebook so that clients may take information away with them.

6. Developing a Referral Protocol

A referral protocol is a set of instructions for staff to use in referring clients to services. Protocols serve as general guidelines or specific instructions for making effective referrals to other community programs.

Medical service protocols tend to be formal standards, particularly when nonphysicians are making referrals. These protocols usually set a level at which a risk factor is considered normal; above that level medical attention is needed. These protocols are used with results of laboratory tests (e.g., for some types of cancer, serum cholesterol, serum lipids, etc.) and for medical measurements (e.g., blood pressure, EKGs, and spirometry). Protocols for these risk factor results may include, for example, specific instructions for ensuring that a client obtain a blood pressure remeasurement, or visit a health care provider as soon as possible for further testing and evaluation. The resource groups listed in Appendix C frequently offer examples of protocols.

Medical referral protocols should include instructions on how to locate a medical care provider should the client not have one; usually a referral to the local medical society will be sufficient. In some cases, clients may not be able to afford medical attention. See the social services discussion that follows for more information on this problem.

Behavior service referral protocols are more informal than those for medical services. These include:

- providing the client with a brief overview of the types of activities that can be used to reduce risks;
- asking the client about preferences and special needs;
- showing the client information on appropriate programs;
- helping, if necessary, to set appointments; and
- making a notation on where and when the client was referred for general recordkeeping, followup, and evaluation.

Examples of referral protocols for different behavior change areas may be obtained from some of the resource groups shown in Appendix C.

Social service referrals often require special protocol considerations. These considerations often involve confidential information on income or a personal problem, and may require that the person making the referral know the eligibility requirements of particular social service programs. Discuss these conditions with area social service personnel; usually one agency will know the requirements of the others.

Referral Forms

Using a standard referral form such as that shown in Exhibit 8 has several benefits. It gives clients something to take away as a reference. The form shows the risk factor (if any) for which the referral was made, as well as the risk reduction activity(ies) of the referral program. The form reminds the client of the connection between the risk factor and the activity. It also serves as a consent form for sharing referral information with clients' physicians or other health care providers, if this is necessary. Keeping a copy of the form serves as a permanent internal record for the program. It can also be used for the chronological referral file as discussed in the followup section. The second page of the form contains followup information. This second page need not be given to the client.

Exhibit 8
Client Referral Form

Date of Screening (if any) August 7, 1983
Date of Referral September 15, 1983
Name: Frank Smith
Address: 2252 Arlington Road
Anytown, USA 11011

Telephone: 558-9943

Result of Screening or Appraisal (if any)	Activity Recommended/ Desired	Place Referred
1. elevated blood pressure 140/98	see physician for evaluation	Dr. Murray Brown, personal physician
2. inadequate exercise	start exercise program	Southport Community Center jogging program. Talk to Dr.Brown first.

If you have any questions, please call the *Company Health Program* at *444-1003* or stop by *Building C, Room 391* during these hours: *8:30-4:30.*

I authorize the *Company Health Program* to send this referral form to my personal physician or clinic.

Physician/Clinic Name: Murray Brown, M.D.
Address: 4508 Lexington Avenue
Anytown, USA 11011

Phone: 558-8304

Client Signature

Leslie Whittier, R.N.
Name of Person Making Referral

Exhibit 8
Client Referral Form (continued)

page 2

Followup Information (for program use only)

Reminder letter sent **Date:** 9/16/83

1st Followup letter sent **Date:** 10/16/83

Response: _____ **yes** X **no**

2nd Followup letter sent **Date:** 11/16/83

Response: _____ **yes** X **no**

Followup phone call made **Date:** _____

Response: _____ **yes** _____ **no**

Other contacts made: _____

Response date: 11/25/83

Outcomes

Action No.	Outcome
1. Saw physician	Placed on hypertension regimen
2. Increase exercise	Started swimming program at Southport Community Center

Client comments: His doctor felt that jogging would not be good for his knee problem, so he took swimming instead.

Staff comments: Ask about knee problem in future and encourage staying on high blood pressure regimen.

7. Developing a Followup System

A followup system is used to determine the outcome of a referral. A good followup system has: an efficient filing system; direct contact with the person referred; a method for making referrals quickly that will encourage clients to take positive action; and a method for coordinating followup information on clients with program evaluation.

Filing Systems for Followup

Followup filing systems allow staff to access information by client name and by a specified date. The most common system is the "tickler file" where referral forms such as that shown in Exhibit 8 are filed alphabetically in chronological sets, with time of followup predetermined. For example, all persons referred during the month of October would be placed alphabetically in a November followup file. For higher volume programs, all persons referred on October 10th might be placed in a November 10th followup file. A tickler file using specific dates allows a more even daily flow of followup contacts.

As followup information is received from clients, the staff remove those clients' forms from the files. At the end of a specified period, only those clients with unconfirmed referrals remain in the files. They may then be contacted again.

Contacting Referred Participants

Because the followup process has the dual purpose of reinforcing the importance of taking positive action and recording information on actions taken, the timing of the followup is important. On the one hand, there is a need to contact the referred client only a few days after referral to reinforce for the client the importance of the need to take positive action toward reducing the risk. On the other hand, the client will almost always not have taken rapid action.

To solve this dilemma, many programs send out a brief reminder letter (such as the one shown in Exhibit 9) 1 or 2 days after the referral, and later send out followup letters and bounceback cards, as described below.

Program staff complete the followup by contacting clients by mail, phone, or personal visits. Most programs, particularly those with a high volume, use mail as the primary followup contact. Exhibit 10 shows a sample followup letter. The letter is accompanied by a bounceback card such as that shown in Exhibit 11. The client completes this card and returns it to the program. Because this information is usually confidential, the bounceback card is returned in an envelope. Some programs use several sequential mailings to clients who do not respond initially.

A reasonable time to wait before sending the followup letter is 2 to 4 weeks after the referral. The client will then have had time to take action. Followup for clients who do not respond to this letter may be done after another 2- to 4-week period.

Telephone contacts are usually made to those clients who did not respond to the mailings. Nonrespondents tend to be a significant percentage of those referred. Someone familiar with the referral process should make the telephone contact so they can help clients who have had problems in taking action to solve those problems. The staff person who made the referral is a good choice for making the telephone contact because he or she will be familiar to the client.

Personal visits are, of course, the most costly and time-consuming method to contact clients who have failed to respond to phone or mail inquiries. Most programs limit personal visits to unreached clients who have serious and immediate life-threatening risk factors, such as extremely elevated blood pressures or positive laboratory test results in cancer or diabetes detection.

Some clients will not respond to any followup effort that the program can reasonably afford. Program planners must determine the minimum and maximum efforts to be made for followup, based on program needs and budget.

Coordinating Referrals with Program Evaluation

Followup data provide perhaps the best source of information for program evaluation. For example, if a high percentage of referred clients do not take positive action, program staff might interview a sample of them to determine the reason the clients chose not to respond to program requests. This information could then be used to improve the referral system. The followup data also provide meaningful information on the effects of the program. The data show how many referred clients actually benefited from program activities.

The effectiveness of a risk reduction program is demonstrated by the number of people who sustain changed behavior. Therefore, a long-term followup of 6 months to 2 years after referral is important. Large volume programs may wish to conduct such followup on only a sample of referred clients.

8. Training People to Make Referrals

In an ideal situation, a risk detection program will have certified and trained health educators or health care providers to counsel and refer clients, and will provide these personnel with training on the specifics

of interpreting risk factor findings and available sources of referral. These experienced personnel are not always available, however. Trained lay people may often be used instead, provided they follow detailed protocols and have backup consultation or supervision by experienced professionals.

Training services should be an integral part of every risk reduction program and should include both initial and ongoing instruction and practice. Initial training should include: basic orientation and instruction in health risk reduction, when necessary; orientation to the entire program; and training and practice in counseling and referral.

Periodic inservice training is also advisable for keeping up to date on the latest research findings and knowledge in risk reduction areas, new commu-

Exhibit 9
Sample Reminder Letter

Company Health Program
Anytown, USA 11011

September 16, 1983

Frank Smith
2252 Arlington Road
Anytown, USA 11011

Dear Mr. Smith,

Thank you for participating in the Company Health Program health risk appraisal project. We just wanted to remind you of the importance of your taking action to reduce your risks of poor health and live a healthier and happier life.

Enclosed is a copy of your referral instructions as a reminder.

Please let us know if you have any questions. You can reach us at 444-1003 between 8:30 am and 4:30 pm, Monday through Friday, or stop by and see us in Building C, Room 391.

Sincerely,

John Doe
Director
Company Health Program

Enclosure

nity services, changes in requirements for participation in community services, and changes in the structure and process of the entire risk reduction/referral program.

Again, ideally, staff training should involve practice in referral interviews, visits to community risk reduction services, and perhaps a practicum under the guidance of an experienced staff member or consultant. Training should conclude with some form of test to ensure that staff are familiar with the available community services, the referral system, and how to conduct a referral interview.

Exhibit 10
Sample Followup Letter

Company Health Program
Anytown, USA 11011

October 16, 1983

Frank Smith
2252 Arlington Road
Anytown, USA 11011

Dear Mr. Smith:

We hope you enjoyed participating in the Company Health Program. After you received the results of your health risk appraisal, you met with Leslie Whittier on September 15 to go over possible actions you might take to improve your health and well-being. The action or actions you decided to consider are listed on the attached referral form.

In order to ensure that you encountered no problems in taking action to improve your health and to find out if the Company Health Program is beneficial, we would appreciate your returning to us the enclosed card. Your response will be kept confidential.

Thank you very much for assisting us by returning the reply card. If you have any questions, please contact us at 444-1003 or come by Building C, Room 391 between 8:30 am and 4:30 pm.

Sincerely,

John Doe
Director
Company Health Program

9. Periodic Updating of the Referral List

Periodic updating of the referral list is an important and frequently overlooked task. Nothing can discredit a referral effort more than having clients discover that the community services to which they were referred no longer exist or have changed prices or eligibility requirements and are no longer affordable. A referral effort also falls into discredit if it continues to refer clients to a service that has been the subject of numerous complaints by other clients or by community members or organizations. Additionally, new services may become available. Information for updating the referral list should be collected on an ongoing basis. To collect this information systematically:

- sign up for the mailing list of the organizations that sponsor services;
- review followup information to see if clients have been satisfied with the services to which they were referred; and
- mail a copy of the referral information on a service to the sponsoring organization annually and ask for an update.

The referral and followup system should be developed at the same time as the risk detection system. By following the previously mentioned steps, the referral and followup system will ensure that the entire program will be beneficial.

Other Issues in Referral and Followup

Confidentiality

Confidentiality is crucially important to all aspects of the referral and followup process. Staff and volunteers should not discuss details of any referral out-

Exhibit 11
Sample Bounceback Card

Referral Date 9/15/83

Today's Date _____

Name: Frank Smith

Address: 2252 Arlington Road
Anytown, USA 11011

Phone: 558-9943

Is this your correct address and phone? X yes _____ no
(If not, please correct the address and phone on this card.)

Action taken: Saw Dr. Brown who said I had high blood pressure and he started me on a low-sodium diet. He also told me to take a swimming course because of my knees.

Comments: Thanks for your help.

side of the program. Program staff should securely file all personal records and limit access to the file to authorized program personnel. In the case of employee programs, client records should not be available to supervisors and managers outside the risk detection and referral effort. Telephone and personal visit followup activities should be conducted only with clients; it is a breach of confidence to leave messages that reveal personal information.

Working with Outside Organizations

Most community organizations that offer risk reduction activities are pleased to serve whomever they can, but they are not bound by law to respond automatically to requests to serve another program's referrals. Thus it is important to be polite and cooperative when seeking these organizations' assistance. Additionally, many of these organizations depend heavily on donations from the corporate sector. Private businesses that make extensive referrals to such organizations should consider such donations as a form of reciprocity.

Developing New Risk Reduction Services

If there are not enough appropriate risk reduction services available in the community for the number of potential clients for a particular service, consider developing the service in-house or pursuading an outside organization to introduce the service. Check Appendices B and C for sources of information on program planning and development.

Overall Summary

The ultimate goal of any risk reduction program is health promotion. Promoting health among any client population is not by any means magical, but it does involve a combination of events that require planning and coordination.

The two separate sections of this Source Book, the first on health education materials and the second on referral efforts, give some specific direction for ways to promote healthy behavior change. When viewed side by side, some striking similarities appear between selecting health education materials and selecting other community programs that offer risk reduction activities:

- Both sections emphasize the importance of being familiar with client characteristics as a basis for making decisions. The staff of every program must make decisions about methods, approaches, networking in the community, and many other areas that directly affect clients. These decisions have a sound and firm basis if they are made with a concrete awareness of the client population as gained through some type of assessment.
- Both sections place great value on using the assessment information for tailoring the selection of health education materials and referral programs directly to client needs. Being able to describe the client population is not enough. The information must be used to make the best possible choices when choosing health materials and aids, when making referrals, or when designing risk reduction activities.
- Both sections note the importance of a routine process for selecting and evaluating what will be used with, or offered to, clients. It doesn't matter if the process is simple or sophisticated. The establishment of a process for the staff to rely upon as a regular approach to making the best possible decisions will help to promote effective and efficient services.
- Both sections stress the importance of keeping abreast of available information in the health areas for which the program offers service. This includes updating program information on currently available and useful materials, on other community services and their eligibility requirements, as well as keeping track of research findings in the risk areas, such as hypertension, diabetes, and cancer.

Although some people are at very low risk compared to others, it is now well documented that all people are subject to health risks. Risk reduction activities designed to inform people about their risks and to provoke specific lifestyle changes to improve health are aided by the use of good health education materials and by a good referral program. The points summarized above and explained in depth throughout this Source Book are complemented by the following appendices which serve to guide local program staff to specific sources of assistance as they try to reduce health risks among their own local populations.

Appendix A
List of Formats and Definitions of Materials

Audiocassette: A permanently encased plastic tape which is coated with magnetic particles on one surface in order to record and reproduce sound. The cassette winds and rewinds from reel to reel.

Book: Nonperiodical printed publication of at least 49 pages, exclusive of cover pages.

Brochure: A short printed work of a few leaves, merely stitched together, and not otherwise bound, usually less than 80 pages in length (also booklet).

Catalog: A list of books, maps, or other items arranged in some definite order.

Coloring Book: A noncolored, illustrated brochure designed for public or patient education.

Comic Book: A publication in pamphlet format containing a group of cartoons or drawings arranged in a narrative sequence usually designed for public or patient education.

Chart: An opaque sheet exhibiting information in graphic or tabular form or by the use of contours, shapes, or figures.

Directory: A list of persons or organizations, systematically arranged, usually in alphabetic or classed order, giving address, affiliations, etc., for individuals, and address, officers, functions, and similar data for organizations.

Exhibit and Display: Combinations of visual media usually developed and assembled around one theme or subject area.

Fact Sheet: A list or brief information summary on a specific subject.

Filmstrip: A strip of 16-mm or 35-mm film varying in length up to about 50 frames and bearing pictures, text, or captions used as a visual aid to teaching.

Game: An amusement, pastime, or competition.

Graph: A diagram using bars, dots, or lines to represent the interrelationships of two or more things.

Graphics: Nonverbal material, e.g., diagrams, drawings, photographs, graphs.

Handbook: A treatise on a special subject; often a simple but all-embracing treatment containing concise information and small enough to be held in the hand. Also called a "Manual."

Information Package: A collection of materials that are subject-related and intended for use as a unit.

Instructional Package: A collection of materials in one or more than one medium that are subject-related and intended for educational use.

Instructional Television: An electronic device for transmitting the sights and sounds of instruction.

Leaflet: A small printed sheet of paper folded once to make two to four pages following in the same sequence as a book, but not stitched or bound.

Microrepresentation: A reproduction produced photographically or by other means on either transparent or opaque materials in a size too small to be read by the unaided eye. Also called "microform." It includes microcards, microfiche, and microfilm.

Models and Mockups: Three-dimensional representations of objects that differ from the real object in size, material, and/or function. Mockups are differentiated from models by their usually larger size and by their moving and operating parts; for example, a replica of the circulatory system in which a red liquid is pumped through clear plastic tubing is a mockup.

Motion Picture: A series of still pictures on film, with or without sound, designed to be projected in rapid succession to produce the optical effect of motion.

Newsletter: A report or bulletin issued at regular intervals intended to keep recipients informed of recent news.

Pamphlet: A nonperiodical publication of a least 5 but not more than 48 pages, exclusive of the cover pages.

Phonorecord: A registration of sound vibrations recorded in a continuous groove in the revolving surface of a disc.

Photograph: An image produced on a sensitized surface by the action of light.

Picture: A representation made on opaque material by drawing, painting, photography, or other techniques of graphic arts.

Poster: A large, single sheet of paper, usually printed but sometimes written, with an announcement or advertisement on one side for display on a wall or notice board. Also called a "Placard."

Program: Material that describes the continuing, organized activities of a group involved in education, detection, rehabilitation, etc.

Programmed Material: Systematically organized subject matter in a logical sequence and broken down into small discrete steps, each of which builds upon the preceding step.

Quiz: An informal test or examination.

Real Object: A device used as a teaching tool.

Reel-to-Reel Audiotape: A registration of sound vibrations on a plastic tape so that sound may be reproduced.

Script: A written document of an oral presentation. Used for written text of stage play, screen play, TV or radio broadcast, or taped message.

Simulator: An apparatus used in the teaching of a skill or procedure.

Slide: A positive image on transparent material, usually film, mounted in rigid format designed for projection. This term is tending to be superseded by the term "transparency."

Slide-Tape Presentation: A program composed of slides and a sound track on an accompanying audiocassette.

Videocassette: A permanently encased plastic tape which is coated with magnetic particles on one surface in order to record and reproduce television pictures and sound.

Videotape: A magnetic tape upon which audio and/or video signals are recorded for playback through a television receiver.

Appendix B
Sources of Materials

Content Area: **Alcohol**

Source:
Al-Anon Family Groups Headquarters, Inc.
P.O. Box 182
Madison Square Station
New York, NY 10010
(212) 481-6565

Contact: Susan Handley, Public Information Coordinator

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, pamphlets

Cost: fees for some items

Source:
Alcoholics Anonymous World Services, Inc.
Box 459
Grand Central Station
New York, NY 10017
(212) 686-1100

Contact: local chapter

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, books, pamphlets

Cost: fees for some items

Source:
American Business Men's Research Foundation
1120 East Oakland Avenue
Lansing, MI 48906
(517) 487-9276

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, biweekly report, quarterly journal, notebook for teachers (grades 7-12)

Cost: fees for some items

Source:
American Council on Alcohol Problems
6955 University Avenue
Des Moines, IA 50311
(515) 255-4430

Contact: William N. Plymat, Executive Director

Clientele: consumers, health professionals

Activities: provides materials

Materials: fact sheet, newsletter, leaflets, reprints

Cost: no fees

Source:
Blue Hill Educational Systems, Inc.
52 South Main Street
Spring Valley, NY 10977
(914) 425-4466

Contact: Lorraine Mancuso, Librarian

Clientele: health professionals

Activities: provides materials

Materials: catalog

Cost: fees for some items

Source:
Center of Alcohol Studies
Rutgers University
New Brunswick, NJ 08903
(201) 932-2190

Contact: Gail Milgram, Ed.D.

Clientele: educators, students, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, journal, bibliographies, pamphlets

Cost: fees for some items

Source:
Christopher D. Smithers Foundation
P.O. Box 67
Mill Neck, NY 11765
(516) 676-0067

Contact: Juliet Tremamunno

Clientele: consumers

Activities: provides materials

Materials: price list, books

Cost: fees for some items

Source:
Distilled Spirits Council of the United States
Pennsylvania Building, Suite 1300
425 Thirteenth Street, NW
Washington, DC 20004
(202) 628-3544

Contact: Elizabeth Sharer, Librarian

Clientele: consumers, industry personnel, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, pamphlets

Cost: no fees

Source:
Do It Now Foundation
D.I.N. Publications
P.O. Box 5115
Phoenix, AZ 85010
(602) 257-0797

Clientele: consumers, patients, health professionals

Activities: provides materials and information services

Materials: catalog, fact sheet, news magazine, pamphlets, game, audiocassettes, books, posters

Cost: fees for some items

Source:
Group Three Human Resource Programs
P.O. Box 8342
Fountain Valley, CA 92708
(714) 964-2002

Contact: George Bienstadt

Clientele: health professionals, health educators

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Source:
National Clearinghouse for Alcohol Information
National Institute on Alcohol Abuse and Alcoholism
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

Contact: Reference Services

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, fact sheets, order form, newsletter, pamphlets, magazine

Cost: no fees

Source:
National Congress of Parents and Teachers (PTA)
Alcohol Education Project (1972-1978)
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

Contact: Publications Fulfillment Department

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, fact sheet

Cost: fees for some items

Source:
National Council on Alcoholism, Inc.
733 Third Avenue
New York, NY 10017
(212) 986-4433

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter

Cost: fees for some items

Source:
Nebraska Alcohol and Drug Information Clearinghouse
University of Nebraska
Room 3, Coliseum
Lincoln, NE 68588
(402) 472-3899

Contact: Mari Slavens, Information Specialist

Clientele: consumers, health professionals, human service providers

Activities: provides materials

Materials: catalog, descriptive brochure, pamphlets, newsletter, technical information, literature searches

Cost: fees for some items

Source:
Operation Threshold
United States Jaycees
P.O. Box 7
Tulsa, OK 74121
(918) 584-2481 in Oklahoma
(800) 331-3248 outside Oklahoma

Contact: Gayland Robinette

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure

Cost: fees for some items

Source:
Paraphernalia-Drug Quotient
Kiely Enterprises, Inc.
P.O. Box 2222
Atlanta, GA 30301
(404) 688-1083

Contact: Judy Kiely, Director of Educational Services

Clientele: parents, educators, religious groups, civic groups, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, pretests, quiz game, puzzle

Cost: fees for some items

***Content Area:* Cancer**

Source:
AFTER (Ask a Friend To Explain Reconstruction)
1378 Third Avenue
New York, NY 10021
(212) 472-0040

Contact: Dolly Broad

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, pamphlets, reprints

Cost: fees for some items

Source:
American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, brochures, pamphlets, films

Cost: fees for some items

Source:
Cancer Information Clearinghouse
National Cancer Institute
Office of Cancer Communications
9000 Rockville Pike
Building 31, Room 10A18
Bethesda, MD 20205
(301) 496-4070

Contact: Joe Bangiolo, Chief, Information Resources Branch

Clientele: health professionals, allied health personnel

Activities: provides referrals to other information sources, conducts literature searches

Materials: annotated bibliographies, accessions lists

Cost: no fees

Source:
Candlelighters Foundation
2025 Eye Street, NW, Suite 1011
Washington, DC 20006
(202) 659-5136

Contact: local chapter

Clientele: consumers, patients, health professionals, parents of children with cancer

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter, progress reports, bibliographies, booklets

Cost: no fees

Source:
Comprehensive Cancer Center of Metropolitan Detroit
Meyer L. Prentis Cancer Center
110 East Warren Avenue
Detroit, MI 48201
(313) 833-0710

Contact: Jane Hoey, Manager, Cancer Information Service

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs in Michigan

Materials: catalog, descriptive brochure, fact sheet, newsletter

Cost: fees for some items

Source:
DES Registry, Inc.
5426 27th Street, NW
Washington, DC 20015
(202) 966-1766

Contact: Phyllis Wetherill, Executive Officer

Clientele: consumers, patients

Activities: provides materials

Materials: newsletters

Cost: fees for some items

Source:
Make Today Count
P.O. Box 303
Burlington, IA 52601
(319) 753-6521

Contact: Wanda Kelly, Co-founder

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter, films, books

Cost: fees for some items

Source:
National Cancer Institute
Office of Cancer Communications
Public Inquiries Section
9000 Rockville Pike
Building 3l, Room l0Al8
Bethesda, MD 20205
(30l) 496-5583

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: order form, bibliographies, pamphlets

Cost: no fees

Source:
National DES Action
West Coast Office
1638B Haight Street
San Francisco, CA 94117
(415) 552-0873

East Coast Office
Long Island Jewish-Hillside Medical Center
New Hyde Park, NY 11040
(516) 775-3450

Contact: local DES Action group

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts training programs

Materials: catalog, annual newsletter, manuals

Cost: fees for some items

Source:
National Women's Health Network
224 Seventh Street, SE
Washington, DC 20003
(202) 543-9222

Contact: Susan Osburn, Office Manager

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, newsletter, books, information packages

Cost: fees for some items

Source:
Reach to Recovery
c/o American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, pamphlets

Cost: no fees

Source:
Women's Breast Cancer Advisory Center, Inc.
11426 Rockville Pike, Suite 406
Rockville, MD 20850
(301) 984-1020

Contact: Rose Kushner, Executive Director

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: order form, newsletter, booklet

Cost: no fees

***Content Area:* Diabetes**

Source:
American Association of Diabetes Educators
North Woodbury Road, Box 56
Pitman, NJ 08071
(609) 589-4831

Contact: Marlene Diedrich, Executive Secretary

Clientele: health professionals

Activities: provides materials, conducts programs

Materials: catalog, newsletter, journal, teaching tools

Cost: fees for some items

Source:
American Diabetes Association, Inc.
2 Park Avenue
New York, NY 10016
(212) 683-7444

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs, supports research

Materials: newsletter, books, periodicals

Cost: fees for some items

Source:
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2000

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, newsletter, books, pamphlets, periodicals, special aids and appliances, talking books, journal, braille publications

Cost: fees for some items

Source:
Diabetes Association of Greater Cleveland
2022 Lee Road
Cleveland Heights, OH 44118
(216) 371-3301

Clientele: consumers, patients and their families, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheet, order form, newsletter, booklets, cookbooks, fliers

Cost: fees for some items

Source:
Diabetes Education Center
4959 Excelsior Boulevard
Minneapolis, MN 55416
(612) 927-3393

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts educational programs

Materials: catalog, descriptive brochure

Cost: fees for some items

Source:
Juvenile Diabetes Foundation International
23 East 26th Street
New York, NY 10010
(212) 889-7575 in New York
(800) 223-1138 outside New York

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter, films, tapes, pamphlets

Cost: fees for some items

Source:
National Diabetes Information Clearinghouse
Box: NDIC
Bethesda, MD 20205
(202) 842-7630
(301) 496-7433

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, fact sheets, newsletter, topical bibliographies, resource directory, publications list

Cost: no fees

Source:
Sugarfree Center for Diabetics
5623 Matilija Avenue
Van Nuys, CA 91401
(213) 994-1093
(213) 780-1308

Contact: June Bierman, Co-director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, order form, newsletter, supplies for diabetics and hospitals

Cost: fees for some items

***Content Area:* Exercise**

Source:
American Association of Fitness Directors in Business and Industry
700 Anderson Hill Road
Purchase, NY 10577
(914) 253-2691

Contact: Dennis L. Colacino, Ph.D., President

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter

Cost: fees for some items

Source:
American Bowling Congress
Women's International Bowling Congress
5301 South 76th Street
Greendale, WI 53129
(414) 421-6400

Contact: Steve James, Public Relations

Clientele: consumers

Activities: provides materials

Materials: descriptive brochure, newsletter, magazines

Cost: fees for some items

Source:
American Running and Fitness Association
2420 K Street, NW
Washington, DC 20037
(202) 965-3430

Contact: Susan Kalish, Program Coordinator

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, order form, newsletter, films

Cost: fees for some items

Source:
American Water Ski Association
P.O. Box 191
Winter Haven, FL 33880
(813) 324-4341

Contact: Bruce Kistler

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, magazine, books

Cost: fees for some items

Source:
Bicycle Touring Group of America
P.O. Box 7407, Department SG
Richmond, VA 23221
(804) 353-BIKE

Contact: Bruce Burgess, Executive Director

Clientele: consumers

Activities: provides materials

Materials: descriptive brochure, bicycle touring guide, bicycle tour sponsors' tabloid

Cost: fees for some items

Source:
Bikecentennial
P.O. Box 8308
Missoula, MT 59807
(406) 721-1776

Contact: David Prouty

Clientele: consumers

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, guides, maps, books

Cost: fees for some items

Source:
Leisure Information Service
Hawkins and Associates, Inc.
804 D Street, NE
Washington, DC 20002
(202) 547-6696

Contact: Marian Bendixsen, Editor

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, newsletter, books

Cost: fees for some items

Source:
President's Council on Physical Fitness and Sports
400 6th Street, SW
Washington, DC 20201
(202) 755-7478

Contact: V.L. Nicholson, Director of Information

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, newsletter, pamphlets

Cost: fees for some items

Source:
Roller Skating Rink Operators Association
P.O. Box 81846
Lincoln, NE 68501
(402) 489-8811

Contact: Nance Herman, Public Relations

Clientele: consumers, health professionals, rink operators

Activities: provides materials

Materials: descriptive brochure, brochures, book list, books, posters, magazine

Cost: fees for some items

Source:
Ski Touring Council
32 Harmony Road
Spring Valley, NY 10977
(914) 942-1500

Contact: Lou Polak

Clientele: consumers

Activities: provides materials

Materials: descriptive brochure, ski touring guide

Cost: fees for some items

Source:
United States Tennis Association
Education and Research Center
729 Alexander Road
Princeton, NJ 08540
(609) 452-2580

Contact: Cheryl Lee Spratt, Director, Publication Sales

Clientele: consumers

Activities: provides materials, conducts tennis clinics

Materials: catalog, descriptive brochure, fact sheet, newsletter, kits for developing tennis programs, films, books

Cost: fees for some items

Source:
Walking Association
4113 Lee Highway
Arlington, VA 22207
(703) 527-5374

Contact: Robert B. Sleight, Ph.D., Executive Director

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, fact sheet, newsletter, walking tour guides

Cost: fees for some items

Source:
Women's Sports Foundation
195 Moulton Street
San Francisco, CA 94123-3483
(415) 563-6266 in California
(800) 227-3988 outside California

Contact: Paula Cabot, Information Director

Clientele: Foundation members, consumers, health professionals, athletes, sports organizations

Activities: provides materials and referrals, conducts seminars

Materials: descriptive brochure, brochures, magazine, reprints, buyer's guide, tapes, books, posters, calendar, films

Cost: fees for some items

***Content Area:* Hypertension**

Source:
California Hypertension Information Clearinghouse
714 "P" Street, Room 616
Sacramento, CA 95814
(916) 322-6851

Contact: Walter Burt, III, Health Education Consultant

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletters

Cost: no fees

Source:
High Blood Pressure Information Center
120/80 National Institutes of Health
Bethesda, MD 20205
(703) 558-4880

Contact: Patricia President, Information Specialist

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, fact sheet, newsletter, pamphlets, booklets, reports, bibliographies

Cost: no fees

Source:
Hypertension Control Center
State Health Department
State Office Building, Room 511
Montgomery, AL 36130
(205) 832-3202

Contact: Richard Adams

Clientele: consumers, patients

Activities: provides materials, conducts programs in Alabama

Materials: fact sheet, pamphlets

Cost: no fees

Source:
University of Michigan Hypertension Clinic
University of Michigan Hospital
R6669 Kresge Building
Ann Arbor, MI 48109
(313) 764-5754

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: booklet

Cost: fees for some items

***Content Area:* Nutrition**

Source:
American Institute of Baking
1213 Bakers Way
Manhattan, KS 66502
(913) 537-4750

Clientele: schools

Activities: provides materials

Materials: descriptive brochure, order form, newsletter, booklets, kits

Cost: fees for some items

Source:
American School Food Service Association
4101 East Iliff Avenue
Denver, CO 80222
(303) 757-8555

Contact: Valerie Afshar

Clientele: school food services

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, newsletter, books, pamphlets, teaching aids

Cost: fees for some items

Source:
Basic and Traditional Food Association
1707 N Street, NW
Washington, DC 20036
(202) 872-1506

Contact: Annette Dickinson, Executive Director

Clientele: consumers, health professionals, teachers

Activities: provides materials

Materials: chart, booklet

Cost: fees for some items

Source:
Benchmark Films, Inc.
145 Scarborough Road
Briarcliff Manor, NY 10510
(914) 762-3838

Contact: Mike Solin

Clientele: consumers

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Source:
Children's Foundation
1420 New York Avenue, NW, Suite 800
Washington, DC 20005
(202) 347-3300

Contact: K Storck, Publications Director

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheets, newsletters

Cost: fees for some items, no fees for low-income persons

Source:
Community Nutrition Institute
1146 19th Street, NW, Suite 300
Washington, DC 20036
(202) 833-1730

Contact: Jane Pettit

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheets, newsletter, manuals, pamphlets

Cost: fees for some items

Source:
Food and Drug Administration
Office for Consumer Communications
Parklawn Building, Room 15B-32 (HFE-88)
5600 Fishers Lane
Rockville, MD 20857
(301) 443-3170

Contact: Linda Grassie, Acting Director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, fact sheets

Cost: no fees

Source:
Institute of Nutrition
University of North Carolina
311 Pittsboro Street, 256 H
Chapel Hill, NC 27514
(919) 966-1094

Contact: Howard N. Jacobson, MD, Director

Clientele: health professionals, agronomists

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, papers, reports, proceedings

Cost: fees for some items

Source:
International Nutrition Communication Service
Education Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Contact: Leslie Sharp

Clientele: health professionals

Activities: provides materials

Materials: catalog of nutrition education training materials, descriptive brochure, information

Cost: no fees

Source:
Lean Line, Inc.
151 New World Way
South Plainfield, NJ 07080
(201) 757-7677

Contact: Sue Acheson, Coordinating Manager

Clientele: consumers

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheets, newsletter, relaxation tapes, recipes, physical fitness plans

Cost: fees for some items

Source:
Mount San Jacinto College
Multi Media Office
21400 Highway 79
San Jacinto, CA 92383
(714) 654-8011 x234

Contact: Wilma Applegate

Clientele: health professionals

Activities: provides materials

Materials: catalog, films, audiocassettes, worksheet

Cost: fees for some items

Source:
National Dairy Council
Order Department
6300 North River Road
Rosemont, IL 60018
(312) 696-1860

Contact: local dairy council

Clientele: consumers, educators, health professionals

Activities: provides materials

Materials: catalog, fact sheets, posters, teaching aids, films, slides, transparencies, nutrition education programs (grades K-12)

Cost: fees for some items

Source:
Natural Food Associates
P.O. Box 210
Atlanta, TX 75551
(214) 796-4136

Contact: Bernice Clifton, Director-Treasurer

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, reprints, journal, tapes, books, reports

Cost: fees for some items

Source:
Nutrition Information and Resource Center
Benedict House
Pennsylvania State University
University Park, PA 16802
(814) 865-6323

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheets, videocassettes, packaged workshops including slides and manuals, nutrition knowledge and attitude tests, recommended materials lists, dietary analysis computer programs, monograph

Cost: fees for some items

Source:
Nutrition Planning and Information Service
c/o Community Systems Foundation
1130 Hill Street
Ann Arbor, MI 48104
(313) 761-1357

Contact: Fe Susan Go

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, journals

Cost: fees for some items

Source:
Nutrition Today Society
P.O. Box 1829
Annapolis, MD 21404
(301) 267-8616

Contact: Verna J. Casali, Assistant Editor

Clientele: consumers, health professionals

Activities: provides educational materials

Materials: order form, journal, teaching aids

Cost: fees for some items

Source:
Price-Pottenger Nutrition Foundation
P.O. Box 2614
La Mesa, CA 92041
(714) 582-4168

Clientele: members

Activities: provides materials

Materials: descriptive brochure, order form, quarterly journal, films, books, articles, reprints, slides

Cost: fees for some items

Source:
Society for Nutrition Education
1736 Franklin Street
Oakland, CA 94612
(415) 444-7133

Contact: Helen D. Ullrich, Executive Director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, order form, newsletter, bibliographies, booklets, monographs, cookbook, films, journal

Cost: fees for some items

Source:
Tupperware Educational Services
P.O. Box 2353
Orlando, FL 32802
(305) 847-3111 x2794

Contact: Linda Scott, Director

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, filmstrips, audiocassettes

Cost: fees for some items

Source:
United Fresh Fruit and Vegetable Association
North Washington at Madison
Alexandria, VA 22314
(703) 836-3410

Contact: Deborah Stapell, Manager of Information Services

Clientele: consumers, health professionals, fresh fruit and vegetable industry

Activities: provides materials

Materials: catalog, leaflets, slide-tape presentations

Cost: fees for some items

Source:
Vitamin Nutrition Information Service
Hoffman-LaRoche Pharmaceuticals, Inc.
Nutley, NJ 07110
(201) 944-2371

Contact: Gail L. Becker, RD, Manager

Clientele: health professionals, media

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, fliers

Cost: no fees

***Content Area:* Smoking**

Source:
American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, brochures, pamphlets, films

Cost: fees for some items

Source:
American Lung Association
1740 Broadway
New York, NY 10019
(212) 245-8000

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, pamphlets, booklets, self-help manual

Cost: fees for some items

Source:
Cancer Information Clearinghouse
National Cancer Institute
Office of Cancer Communications
9000 Rockville Pike
Building 31, Room 10A18
Bethesda, MD 20205
(301) 496-4070

Contact: Joe Bangiolo, Chief, Information Resources Branch

Clientele: health professionals, allied health personnel

Activities: provides referrals to other information sources, conducts literature searches

Materials: annotated bibliographies, accessions lists

Cost: no fees

Source:
MacMillan Films, Inc.
34 MacQuestern Parkway South
Mount Vernon, NY 10550
(914) 664-5051

Clientele: health professionals

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Source:
Office on Smoking and Health
Park Building, Room I-58
5600 Fishers Lane
Rockville, MD 20857
(301) 443-1690 technical information
(301) 443-1575 nontechnical information

Contact: John Bagrosky, Associate Director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, order form, publications list

Cost: no fees

Source:
Pelican Films
3010 Santa Monica Boulevard, Suite 440
Santa Monica, CA 90404
(213) 399-3753

Contact: Arthur Hoyle

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, order form, films

Cost: fees for some items

***Content Area:* Stress Management**

Source:
American Institute of Stress, Inc.
124 Park Avenue
Yonkers, NY 10703
(914) 963-1200

Contact: Paul J. Rosch, MD, President

Clientele: consumers, industry, educational institutions, health professionals

Activities: provides materials, conducts workshops, symposia, etc.

Materials: descriptive brochure, bibliographies, reprints, newsletter

Cost: no fees

Source:
Behavioral Consultants, Ltd.
P.O. Box 30536
Seattle, WA 98103
(206) 789-5500

Clientele: patients, health professionals

Activities: provides materials, conducts programs

Materials: self-help manual, audiocassette

Cost: fees for some items

Source:
Care Video Productions
P.O. Box 45132
Westlake, OH 44145
(216) 835-5872

Clientele: health professionals, corporations, organizations

Activities: provides materials

Materials: descriptive brochure, videocassette, film

Cost: fees for some items

Source:
Conscious Living Foundation
P.O. Box 513
Manhattan, KS 66502
(913) 539-2449

Contact: Tim Lowenstein, Ph.D., Co-director

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, audiocassettes, books, biofeedback equipment

Cost: fees for some items

Source:
International Institute of Stress
2900 Boul. Edouard Montpetit
Montreal, Canada H3C 3J7
(514) 343-6379

Contact: Fabienne Pierre-Jacques, Lecture Coordinator

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, quarterly journal

Cost: fees for some items

Source:
National Mental Health Association
1800 North Kent Street
Arlington, VA 22209
(703) 528-6405

Contact: Harold A. Benson, Jr., National Director for Planning and Program Development

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, pamphlet, film package

Cost: fees for some items

Source:
Stress Control, Inc.
National Headquarters
P.O. Box 592
Hillsboro, OR 97123
(503) 642-4433

Contact: William P. Sweet, President

Clientele: consumers, patients

Activities: provides materials

Materials: descriptive brochure, newsletter

Cost: no fees

***Content Area:* Traffic Accident Prevention**

Source:
American Automobile Association (AAA)
8111 Gatehouse Road
Falls Church, VA 22047
(703) 222-6341

Contact: local chapter

Clientele: consumers, teachers, students

Activities: provides materials, conducts programs

Materials: catalogs, descriptive brochure, pamphlets, teaching guides and curricula, posters, student workbooks, children's stories, driver education textbook, films

Cost: fees for some items

Source:
American Driver and Traffic Safety Education Association
123 North Pitt Street, Suite 500
Alexandria, VA 22314
(703) 836-4748

Contact: William Cushman, Ed.D., Executive Director

Clientele: consumers, educators

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, magazine, films, filmstrips with audiocassettes

Cost: fees for some items

Source:
American School and Community Safety Association
1900 Association Drive
Reston, VA 22091
(703) 476-3440

Contact: Mary Joyce

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter

Cost: fees for some items

Source:
American Seat Belt Council, Inc.
P.O. Drawer F
Jamesburg, NJ 08831
(201) 521-4441

Contact: Michael Cloney, Manager

Clientele: consumers, government traffic and safety officials, driver education instructors

Activities: provides materials

Materials: fact sheet, order form, films, film clips

Cost: fees for some items

Source:
Highway Safety Research Institute
University of Michigan
Huron Parkway and Baxter Road
Ann Arbor, MI 48109
(313) 764-2171

Contact: Ann Grimm, Head Librarian

Clientele: consumers, health professionals

Activities: provides loan materials

Materials: catalog, descriptive brochure

Cost: fees for some items

Source:
Highway Users Federation for Safety and Mobility
1776 Massachusetts Avenue, NW
Washington, DC 20036
(202) 857-1234

Contact: Woodrow Rankin, Director, Transportation and Safety Division

Clientele: public interest groups, driver education teachers

Activities: provides materials

Materials: catalog, descriptive brochure, news releases, safety curriculum (grades K-9)

Cost: fees for some items

Source:
Michigan Office of Highway Safety Planning
General Office Building
7150 Harris Drive
Lansing, MI 48913
(517) 322-1942

Contact: Robert S. Nelson, Public Information

Clientele: consumers

Activities: provides materials, conducts programs in Michigan

Materials: catalog, descriptive brochure, newsletter, audiovisuals

Cost: no fees

Source:
Physicians For Automotive Safety
Communications Department
P.O. Box 208
Rye, NY 10580
(914) 253-9525

Contact: Annemarie Shelness, Executive Director

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, pamphlet, film

Cost: fees for some items

Source:
U.S. Department of Transportation
National Highway Traffic Safety Administration
Office of Distribution
400 Seventh Street, S.W.
Washington, D.C. 20590
(202) 426-9221

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheets, pamphlets

Cost: fees for some items

***Content Area:* Wellness**

Source:
American Council for Healthful Living
439 Main Street
Orange, NJ 07050
(201) 678-9176

Contact: Anne C. Tripp, Executive Director

Clientele: consumers, health professionals, parents, teachers, educators

Activities: provides materials, conducts programs

Materials: newsletter, wellness curriculum, pamphlets

Cost: fees for some items

Source:
Bethesda Hospital North
Department of Health Promotion
10500 Montgomery Road
Cincinnati, OH 45242
(513) 559-5798

Contact: Roy K. Gerber, Director

Clientele: business and industry

Activities: provides materials, conducts programs in southwestern Ohio

Materials: descriptive brochure, information package

Cost: fees for some items

Source:
Center for Consumer Health Education
380 West Maple, Suite 301
Vienna, VA 22180
(703) 281-5893

Contact: Judith Eichner, Senior Associate

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, monthly newsletter, books

Cost: fees for some items

Source:
Healthwise, Inc.
P.O. Box 1989
Boise, ID 83702
(208) 345-1161

Contact: Donald W. Kemper, Executive Director

Clientele: consumers, employers, health professionals

Activities: provides health promotion materials, conducts programs locally and regionally

Materials: descriptive brochure, handbooks, instructor's guide, videotapes, articles

Cost: fees for some items

Source:
Minnesota Wellness Journal
P.O. Box 19095
Minneapolis, MN 55419
(612) 729-8558

Contact: Earl Hipp, Publisher and Managing Editor

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs regionally

Materials: order form, journal, brochures

Cost: fees for some items

Source:
Northwestern Mutual Life Insurance Company
720 East Wisconsin Avenue
Milwaukee, WI 53202
(414) 271-1444 x4459

Contact: Lori J. Richter, Advertising and Corporate Information

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: The Longevity Game (health risk appraisal game)

Cost: fees for some items

Source:
St. Anthony Hospital Wellness Center
P.O. Box 205
Oklahoma City, OK 73101
(405) 272-6202

Contact: Cherie Cobb, Director

Clientele: health professionals

Activities: provides materials, conducts programs in Oklahoma

Materials: course catalog, descriptive brochure, magazine

Cost: fees for some items

Source:
St. Vincent Wellness Center
622 South Range Line Road
Carmel, IN 46032
(317) 846-7037

Contact: James R. Van Voorst, Ed.D., Director

Clientele: consumers, health professionals

Activities: provides materials, conducts programs in Indianapolis

Materials: descriptive brochure, newsletter

Cost: no fees

Source:
Stay Well/Employee Assistance
Control Data Corporation
Life Extension Institute
8100 34th Avenue South, Box O
Minneapolis, MN 55440
(612) 853-7777

Contact: Ann Ayrault

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, newsletter, directory

Cost: fees for some items

Source:
Swedish Wellness Systems, Inc.
3444 South Emerson Street
Englewood, CO 80110
(303) 789-6940

Contact: Gary J. Adamson, Program Director

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, books, magazines, self-help modules, educational materials, printed materials, slide-tape presentation, films

Cost: fees for some items

Source:
Wellness Associates
42 Miller Avenue
Mill Valley, CA 94941
(415) 383-3806

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter, resource kit, workbook

Cost: fees for some items

Source:
Wellness Media, Ltd.
2731 SW 2nd Avenue
Portland, OR 97201
(503) 295-5952

Contact: Mark J. Tager, MD, President

Clientele: health professionals

Activities: provides films for broadcasting, conducts seminars

Materials: films, workbook

Cost: fees for some items

Source:
Wellness Program
St. Joseph Hospital
601 North 30th Street
Omaha, NE 68131
(402) 449-4001

Contact: Gary R. Deems, Wellness Coordinator

Clientele: health professionals

Activities: provides materials

Materials: descriptive brochure, newsletter

Cost: no fees

Source:
Wilson Learning Center
6950 Washington Avenue South
Eden Prairie, MN 55344
(612) 944-2880

Contact: John Williamson, Wellness Program Director

Clientele: corporations, professional associations, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure

Cost: fees for some items

General Sources

***Content Areas:* Alcohol, hypertension, traffic accident prevention**

Source:
Aetna Life and Casualty
Film Library
Corporate Communications
151 Farmington Avenue
Hartford, CT 06156
(203) 273-0123

Contact: Gerry Stevens, Media Analyst

Clientele: civic groups, hospitals, insurance companies, schools

Activities: provides materials

Materials: catalog, descriptive brochure, videocassettes, films

Cost: fees for some items

***Content Areas:* Alcohol, exercise, nutrition, smoking, stress management, traffic accident prevention**

Source:
AIMS Instructional Media Services, Inc.
626 Justin Avenue
Glendale, CA 91201
(213) 240-9300

Contact: Horton Willis

Clientele: health professionals

Activities: provides materials

Materials: catalog, films, videocassettes

Cost: fees for some items

***Content Areas:* Alcohol, nutrition, smoking, wellness**

Source:
Alfred Higgins Productions, Inc.
9100 Sunset Boulevard
Los Angeles, CA 90069
(213) 878-0330

Contact: Ricky Jewett, Preview Manager; Antoinette Montegrande, Sales

Clientele: health professionals, schools

Activities: provides materials

Materials: catalog, films, videocassettes

Cost: fees for some items

***Content Areas:* Alcohol, exercise, nutrition, smoking, traffic accident prevention**

Source:
American Academy of Pediatrics
Publications Department
P.O. Box 1034
Evanston, IL 60204
(312) 869-4255

Clientele: consumers, patients, health professionals, health departments

Activities: provides materials

Materials: catalog, descriptive brochure, patient newsletter, manuals, pamphlets, reprints, health education materials

Cost: fees for some items

***Content Areas:* Alcohol, exercise, nutrition, stress management**

Source:
American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091
(703) 476-3440

Contact: Linda Moore

Clientele: consumers, patients, health professionals, teachers, handicapped

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, curriculum, newsletter

Cost: fees for some items

***Content Areas:* Alcohol, exercise**

Source:
American College Health Association
152 Rollins Avenue, Suite 208
Rockville, MD 20852
(301) 468-6868

Contact: Sharon B. Rapalus

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, journal

Cost: fees for some items

***Content Areas:* Cancer, nutrition**

Source:
American Dental Association
Bureau of Health Education and Audiovisual Services
211 East Chicago Avenue
Chicago, IL 60611
(312) 440-2500

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, booklets, pamphlets, poster cards, Smoker's Quit Kit (health professionals)

Cost: fees for some items

***Content Areas:* Alcohol, nutrition, smoking**

Source:
American Educational Films
162 Fourth Avenue North, Suite 123
Nashville, TN 32719
(615) 242-3330

Contact: James D. Springer, President

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, films, videocassettes

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
American Health Foundation
Mahoney Institute for Health Maintenance
320 East 43rd Street
New York, NY 10017
(212) 953-1900

Contact: John Fiorillo, Managing Director

Clientele: consumers, patients, health professionals, employee groups, employers

Activities: provides materials, conducts programs

Materials: descriptive brochure, pamphlets, risk reduction program materials

Cost: fees for some items

***Content Areas:* Exercise, hypertension, nutrition, smoking, stress management**

Source:
American Heart Association
National Center
7320 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, pamphlets

Cost: fees for some items

***Content Areas:* Exercise, hypertension, nutrition, smoking**

Source:
American Heart Association Film Library
Film Comm
One Main Place, Suite 2560
Dallas, TX 75250
(214) 747-8048 in Texas
(800) 527-3211 outside Texas

Contact: Marie Ring

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, films

Cost: fees for some items

***Content Areas:* Alcohol, diabetes, hypertension**

Source:
American Hospital Association
Center for Health Promotion
Order Processing Department
840 North Lake Shore Drive
Chicago, IL 60611
(312) 280-6000

Contact: above or State or Metropolitan Hospital Associations

Clientele: hospitals, patients, health professionals

Activities: provides materials

Materials: catalog, newsletter

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, traffic accident prevention**

Source:
American Medical Association
Department of Health Education
535 North Dearborn Street
Chicago, IL 60610
(312) 751-5180

Contact: Mary Danaher

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, pamphlets

Cost: fees for some items

***Content Areas:* Exercise, wellness**

Source:
American Physical Fitness Research Institute
824 Moraga Drive
West Los Angeles, CA 90049
(213) 476-6241

Contact: Grusha D. Paterson, MA, Educational and Media Director

Clientele: consumers, patients, health professionals, schools, community service organizations, colleges, hospitals

Activities: provides materials

Materials: descriptive brochure, fact sheet, order form, newsletter, reprints, phonograph record, posters, book, studies

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
American Public Health Association
1015 15th Street, NW
Washington, DC 20005
(202) 789-5600

Contact: Adrienne Ash, Ph.D., Director of Publications

Clientele: patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, newsletter, journal

Cost: fees for some items

Content Areas: **Alcohol, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
American Red Cross
17th and D Streets, NW
Washington, DC 20006

Contact: local chapter

Clientele: consumers, health professionals

Activities: provides materials, conducts consumer and training programs

Materials: descriptive brochures, fact sheets, newsletters, videocassettes, slide-tape presentations, films, textbooks, instruction guides, participant workbooks, information kits, courses

Cost: fees for some items

Content Areas: **Alcohol, hypertension, nutrition, traffic accident prevention, wellness**

Source:
American Red Cross
Audiovisual Loan Library
5816 Seminary Road
Falls Church, VA 22041
(703) 379-8160

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, videocassettes, slide-tape presentations, films

Cost: no fees

Content Areas: **Alcohol, cancer**

Source:
American School Health Association
P.O. Box 708
Kent, OH 44240
(216) 678-1601

Clientele: health professionals, educators (grades K-12)

Activities: provides materials

Materials: catalog, descriptive brochure, journal, booklets, reprints

Cost: fees for some items

Content Areas: **Alcohol, smoking**

Source:
American Temperance Society
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6729

Contact: Ernest H.J. Steed, LLD, Executive Director

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, magazines, films, leaflets

Cost: fees for some items

Content Areas: **Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
APPLE (A Positive Plan for Lifestyle Enrichment)
Metropolitan Medical Center
900 South Eighth Street
Minneapolis, MN 55403
(612) 347-4655

Contact: Sarah Strickland, Health Promotion Coordinator

Clientele: business, industry, government organizations

Activities: provides materials, conducts programs in Upper Midwest area

Materials: descriptive brochure, newsletter

Cost: fees for some items

Content Areas: **Alcohol, stress management**

Source:
Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091
(703) 476-3440

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, newsletter, film, book

Cost: fees for some items

Content Areas: **Alcohol, exercise, nutrition, stress management, wellness**

Source:
Barr Films
P.O. Box 5667
Pasadena, CA 91107
(213) 793-6153 in California (call collect)
(800) 423-4483 outside California

Contact: Helen Lee, Order Department Manager

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, filmstrips, videocassettes

Cost: fees for some items

Content Areas: **Alcohol, exercise, nutrition, stress management, wellness**

Source:
Blue Cross and Blue Shield Associations
676 St. Clair Street
Chicago, IL 60611
(312) 440-6000

Contact: Sandy Abel, Communications

Clientele: consumers, health professionals

Activities: provides materials

Materials: descriptive brochure, booklets

Cost: no fees

***Content Areas:* Alcohol, cancer, exercise, hypertension, smoking, stress management, wellness**

Source:
BMA Audio Cassettes
200 Park Avenue South
New York, NY 10003
(212) 674-1900 in New York
(800) 221-3966 outside New York

Contact: Leo Stronger, Program Coordinator

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, audiocassettes, brochures

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, nutrition, smoking, stress management, wellness**

Source:
Boston Women's Health Book Collective
Box 192
West Somerville, MA 02144
(617) 924-0271

Contact: Judy Norsigian, Coordinator

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheet, order form, books, information packets, posters

Cost: fees for some items

***Content Areas:* Alcohol, diabetes, exercise, nutrition, smoking, traffic accident prevention, wellness**

Source:
Center for Health Games and Simulations
San Diego State University
College of Human Services
San Diego, CA 92182
(714) 265-5528

Contact: David A. Sleet, Ph.D., Director

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, fact sheet, health games, simulations

Cost: fees for some items

***Content Areas:* Alcohol, nutrition, stress management**

Source:
Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069-9990
(213) 657-5110

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, newsletter, films, videocassettes

Cost: fees for some items

***Content Areas:* Exercise, nutrition**

Source:
Consumer Education Resource Network
1555 Wilson Boulevard, Suite 600
Rosslyn, VA 22209
(703) 522-4616 in Virginia, Alaska, and Hawaii (call collect)
(800) 336-0223 outside Virginia, Alaska, and Hawaii

Contact: Joyce Soya, Information Specialist

Clientele: consumer educators

Activities: provides materials

Materials: descriptive brochure, newsletter, bibliographies, computerized searches

Cost: no fees

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
Consumer Information Center
Pueblo, CO 81009
(303) 544-5277 x370

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, pamphlets

Cost: fees for some items

***Content Areas:* Alcohol, exercise, nutrition**

Source:
Coronet Perspective Films
65 East South Water Street
Chicago, IL 60601
(312) 977-4000 in Illinois
(800) 621-2131 outside Illinois

Contact: Patty Freed

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, films, videocassettes, descriptive brochures, reviews

Cost: fees for some items

Content Areas: **Alcohol, nutrition, smoking, stress management, traffic accident prevention**

Source:
Current Affairs
P.O. Box 426, 346 Ethan Allen Highway
Ridgefield, CT 06877
(203) 431-0421

Contact: Joseph P. Burke, Vice President

Clientele: health professionals

Activities: provides materials

Materials: catalog, filmstrips, audiocassettes, teacher's discussion guides

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, nutrition, smoking, stress management, wellness**

Source:
Document Associates, Inc.
211 East 43rd Street
New York, NY 10017
(212) 682-0730

Contact: Gary Crowdus

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, films

Cost: fees for some items

Content Areas: **Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
(516) 223-4666 in New York
(800) 645-3739 outside New York

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, books, phonograph records, filmstrips, audiocassettes, multimedia programs

Cost: fees for some items

Content Areas: **Hypertension, nutrition, stress management, wellness**

Source:
Edupac, Inc.
231 Norfolk Street
Walpole, MA 02081
(617) 668-7746

Contact: Carol Perry

Clientele: health professionals

Activities: provides materials

Materials: catalog, audiovisuals

Cost: fees for some items

Content Areas: **Alcohol, exercise, smoking**

Source:
Encyclopedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611
(312) 321-7322 in Illinois, Alaska and Hawaii
(800) 345-1136 outside Illinois

Contact: Bob Roppel; Dave Ross

Clientele: hospitals, clinics, schools, public libraries, business

Activities: provides materials

Materials: catalog, brochures, films

Cost: fees for some items

Content Areas: **Diabetes, exercise, nutrition**

Source:
Fairview General Hospital
Department of Audiovisual Communications
18101 Lorain Avenue, Room CDC
Cleveland, OH 44111
(216) 476-7055

Contact: Lillian Zahara, Secretary

Clientele: health professionals, schools, organizations

Activities: provides materials

Materials: catalog, descriptive brochure

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, nutrition, smoking, traffic accident prevention**

Source:
FilmFair Communications
10900 Ventura Boulevard
Studio City, CA 91604
(213) 877-3191

Contact: Ethel Poirer, Marketing

Clientele: health and safety professionals, schools

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Content Areas: **Exercise, nutrition, stress management, wellness**

Source:
Fitness Publications
P.O. Box 178554
San Diego, CA 92117
(714) 569-6581

Contact: Thomas A. Murphy; Dianne Murphy

Clientele: consumers, health professionals, corporations, health clubs, insurance companies

Activities: provides materials, conducts programs

Materials: descriptive brochure, pamphlets, fitness workbook, lifestyle inventory, health profile feedback forms

Cost: fees for some items

Content Areas: **Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Five Valleys
Health Information Clearinghouse
235 East Pine Street, No. 4
Missoula, MT 59802
(800) 332-5759 in Montana
(406) 728-0975 outside Montana

Contact: Nancy Dusek, Resource Specialist

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter

Cost: fees for some items

Content Areas: **Alcohol, traffic accident prevention**

Source:
FMS Productions, Inc.
1777 North Vine Street, Suite 501
Los Angeles, CA 90028
(213) 461-4567 in California
(800) 421-4609 outside California

Contact: Carol Melton, Marketing Director

Clientele: health professionals

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Content Areas: **Alcohol, exercise, nutrition, smoking, stress management**

Source:
Guidance Associates
Communications Park, Box 3000
Mount Kisco, NY 10549
(914) 666-4100 in New York
(800) 431-1242 outside New York

Contact: Anna Kass, Customer Service Representative

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, films, filmstrips, videocassettes

Cost: fees for some items, free preview available

Content Areas: **Alcohol, wellness**

Source:
Hazelden Educational Services
Box 176
Center City, MN 55012
(612) 464-8844 in St. Paul and Minneapolis
(612) 257-4010 other parts of Minnesota
(800) 328-9288 outside Minnesota

Contact: Karen S. Elliott, Manager of Outreach Services

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, newsletter, pamphlets, books, audiocassettes, videocassettes, films

Cost: fees for some items

Content Areas: **Cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Health and Risk Evaluation Program
Loma Linda University
School of Health
Loma Linda, CA 92350
(714) 824-4594

Contact: Gunter Fuchs, Director

Clientele: consumers

Activities: provides materials, conducts programs in California

Materials: descriptive brochure

Cost: fees for some items

Content Areas: **Cancer, wellness**

Source:
Health/PAC
Health Policy Advisory Center
17 Murray Street
New York, NY 10007
(212) 267-8890

Contact: Dana Hughes

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, information packages

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, nutrition, smoking, stress management, wellness**

Source:
Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570
(914) 769-7496 in New York
(800) 431-2050 outside New York

Contact: Bruce Holmes, Director of Marketing

Clientele: health professionals

Activities: provides materials

Materials: catalog, filmstrips, slides, audiocassettes

Cost: fees for some items

***Content Areas:* Alcohol, nutrition, traffic accident prevention, wellness**

Source:
Human Resources Institute
Tempe Wick Road
Morristown, NJ 07960
(201) 267-1496

Contact: Robert F. Allen, Ph.D., President

Clientele: health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, self-help manuals

Cost: fees for some items

***Content Areas:* Alcohol, exercise, stress management, wellness**

Source:
Human Sciences Press
72 Fifth Avenue
New York, NY 10011
(212) 243-6000

Contact: Barbara Perrin

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, books

Cost: fees for some items

***Content Areas:* Hypertension, nutrition, smoking, stress management**

Source:
Institute of Applied Natural Science
3000 Connecticut Avenue, NW, Suite 308
Washington, DC 20008
(202) 387-7749

Contact: Wladyslaw Michaluk, Ph.D., Executive Director

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, audiocassettes, books

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, smoking, stress management, traffic accident prevention**

Source:
International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, IL 60604
(312) 427-4545

Contact: Eriel Reimers, Business Manager

Clientele: consumers, patients, health professionals, schools, industry

Activities: provides materials

Materials: catalog, films

Cost: fees for some items, free preview available

***Content Areas:* Alcohol, smoking, stress management, wellness**

Source:
Iowa Substance Abuse Information Center
Cedar Rapids Public Library
428 Third Avenue, SE
Cedar Rapids, IA 52401
(319) 398-5133

Contact: Vicky Dunn

Clientele: consumers, patients, health professionals, health educators

Activities: provides materials, conducts research

Materials: catalog, descriptive brochure, fact sheet, newsletter, books, audiocassettes, posters, pamphlets, bibliography, films

Cost: fees for some items

***Content Areas:* Alcohol, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
Journal Films, Inc.
930 Pitner Avenue
Evanston, IL 60202
(312) 328-6700 in Illinois
(800) 323-5448 outside Illinois

Contact: Margaret Farragher, Health Education Coordinator

Clientele: consumers, health professionals

Activities: provides materials

Materials: catalog, videocassettes, films

Cost: fees for some items

***Content Areas:* Alcohol, stress management**

Source:
Keyword Publications, Inc.
682 Prospect Avenue
Hartford, CT 06105
(203) 233-2658

Contact: Mark Wertheim

Clientele: health professionals

Activities: provides materials

Materials: catalog, books

Cost: fees for some items

Content Areas: **Cancer, diabetes, traffic accident prevention**

Source:
Liberty Mutual Insurance Company
Public Relations Department
175 Berkeley Street
Boston, MA 02117
(617) 357-9500

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: brochures, booklets, publications list

Cost: no fees

Content Areas: **Alcohol, nutrition, smoking**

Source:
March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

Contact: local chapter

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, newsletter

Cost: fees for some items

Content Areas: **Alcohol, cancer, nutrition, smoking, stress management, traffic accident prevention**

Source:
McGraw-Hill/CRM Films
110 15th Street
Del Mar, CA 92014
(714) 453-5000

Contact: Tom Allred

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Content Areas: **Cancer, diabetes, hypertension, nutrition**

Source:
Medcom Products
1633 Broadway
New York, NY 10019
(212) 765-6162

Contact: Bob Maurer, Customer Service

Clientele: health professionals

Activities: provides materials

Materials: catalog, slide-tape presentations, guides

Cost: fees for some items

Content Areas: **Cancer, diabetes, hypertension**

Source:
Medec, Inc.
Patient Education Video Programs
12815 120th Avenue, NE
Kirkland, WA 98033
(206) 821-2220

Contact: John Ulvila

Clientele: health professionals

Activities: provides materials

Materials: descriptive brochure, order form, video programs

Cost: fees for some items

Content Areas: **Alcohol, exercise, traffic accident prevention**

Source:
The Media Guild
11526 Sorrento Valley Road, Suite J
San Diego, CA 92121
(714) 755-9191

Contact: Cindy Price, District Sales Manager

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, films, videocassettes

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, nutrition, smoking, traffic accident prevention**

Source:
Medical Datamation
Southwest and Harrison Streets
Bellevue, OH 44811
(419) 483-6060

Contact: William Thompson, Jr., Vice President

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure, fact sheet, newsletter

Cost: fees for some items

Content Areas: **Alcohol, exercise, nutrition, stress management, traffic accident prevention**

Source:
Metropolitan Life Insurance Company
Health and Safety Education Division
One Madison Avenue
New York, NY 10010
(212) 578-5014

Clientele: business and industry, consumers, health professionals, patients, schools

Activities: provides materials, conducts programs

Materials: catalog, brochures, leaflets, fact sheet, audiovisuals

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
Milner-Fenwick, Inc.
Patient Education Programs
2125 Greenspring Drive
Timonium, MD 21093
(301) 252-1700 in Maryland (health care facilities can call collect)
(800) 638-8652 outside Maryland

Contact: Jack Snyder, Account Executive

Clientele: patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, films, videotapes

Cost: fees for some items

***Content Areas:* Alcohol, smoking**

Source:
Narcotics Education, Inc.
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6741

Contact: Ernest H.J. Steed, LLD, Managing Director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, pamphlets, books, posters, teaching aids, films, slides

Cost: fees for some items

***Content Areas:* Alcohol, nutrition**

Source:
National Academy of Sciences
Office of Publications
2101 Constitution Avenue, NW
Washington, DC 20418
(202) 389-6731

Contact: Carol Damalio

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, newsletter, books, periodicals

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, traffic accident prevention, wellness**

Source:
National Audiovisual Center
National Archives and Records Service
General Services Administration
Washington, DC 20409
(301) 763-1896

Contact: Diana M. Wade

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, updates, audiovisuals

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, nutrition, smoking, traffic accident prevention, wellness**

Source:
National Film Board of Canada
1251 Avenue of the Americas
New York, NY 10020
(212) 586-5131

Contact: Mary Jane Terrell, U.S. Marketing Representative

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, films, videocassettes

Cost: fees for some items

***Content Areas:* Cancer, diabetes, nutrition**

Source:
National Health Films
P.O. Box 13973, Station K
Atlanta, GA 30324
(404) 394-1766

Contact: George Stiles, General Sales Director

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: descriptive brochure, order form, filmstrips, slides

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
National Health Information Clearinghouse
P.O. Box 1133
Washington, DC 20013-1133
(703) 522-2590 in Virginia
(800) 336-4797 outside Virginia

Clientele: consumers, patients, health professionals

Activities: provides information

Materials: descriptive brochure, publications list, resource guides

Cost: no fees

***Content Areas:* Cancer, exercise, hypertension**

Source:
New Hampshire Feminist Health Center
38 South Main Street
Concord, NH 03301
(603) 225-2739

Contact: Karen Starr

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs in New Hampshire

Materials: descriptive brochure, newsletter

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, hypertension, nutrition, smoking, stress management**

Source:
North Carolina Memorial Hospital
Staff and Patient Education
Box 515
Chapel Hill, NC 27514
(919) 966-1091

Contact: Rita Stone, Secretary, Patient Education

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, self-instructional packets

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
PBS Video
475 L'Enfant Plaza, SW
Washington, DC 20024
(202) 488-5220 in Washington metropolitan area
(800) 424-7963 outside Washington, DC

Clientele: consumers, patients, health professionals, educational facilities, libraries

Activities: provides materials

Materials: catalog, descriptive brochure, videocassettes

Cost: fees for some items

***Content Areas:* Cancer, diabetes, exercise, hypertension, nutrition, smoking**

Source:
Professional Research, Inc.
12960 Coral Tree Place
Los Angeles, CA 90066
(213) 823-1122 in California (call collect)
(800) 421-2363 outside California

Contact: Renee Monterio, Sales Manager

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, films, videocassettes

Cost: fees for some items

***Content Areas:* Cancer, diabetes, hypertension, nutrition**

Source:
Prudential Insurance Company of America
Box 36
Newark, NJ 07101

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: pamphlets, film

Cost: no fees

***Content Areas:* Alcohol, cancer, exercise, hypertension, nutrition, smoking, stress management**

Source:
Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016
(212) 683-4331

Contact: Paul Feingold, Director of Education

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, pamphlets

Cost: fees for some items

***Content Areas:* Cancer, diabetes**

Source:
Public Citizens Health Research Group
2000 P Street, NW, Suite 708
Washington, DC 20036
(202) 872-0320

Contact: Margaret White, Publications Manager

Clientele: consumers

Activities: provides materials

Materials: books, catalog, descriptive brochure, comments, hearings, testimonies

Cost: fees for some items

Content Areas: **Alcohol, cancer, diabetes, exercise, nutrition, smoking, stress management**

Source:
Pyramid Film and Video
Box 1048
Santa Monica, CA 90406
(213) 828-7577 in California
(800) 421-2304 outside California

Contact: Teresa Morrissey, Marketing Representative

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, films, videocassettes

Cost: fees for some items

Content Areas: **Exercise, nutrition, wellness**

Source:
Rodale Press, Inc.
33 East Minor Street
Emmaus, PA 18049
(215) 967-5171

Contact: Dolores Nash, Office Manager; Carol Sitler, Reader Service Director

Clientele: consumers

Activities: provides materials

Materials: catalog, pamphlets, books, magazine

Cost: fees for some items

Content Areas: **Alcohol, exercise, stress management**

Source:
Sagamore Institute
National Humanistic Education Center
110 Spring Street
Saratoga Springs, NY 12866
(518) 587-8770

Contact: Greg Laird, Project Director

Clientele: consumers, health professionals

Activities: provides materials, conducts programs

Materials: catalog, descriptive brochure

Cost: fees for some items

Content Areas: **Exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Self Control Systems, Inc.
4555 Lake Shore Drive
P.O. Box 7854
Waco, TX 76710
(817) 776-8110

Contact: Barbara Smith

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, audiocassettes, books

Cost: fees for some items

Content Areas: **Alcohol, stress management**

Source:
Southerby Productions, Inc.
5000 East Anaheim Street
Long Beach, CA 90804
(213) 434-3446

Contact: Scott Zimbler

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, films

Cost: fees for some items

Content Areas: **Alcohol, exercise, nutrition, stress management**

Source:
Sterling Educational Films
241 East 34th Street
New York, NY 10016
(212) 683-6300

Clientele: health professionals, schools, libraries

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Sunburst Communications
39 Washington Avenue
P.O. Box 40
Pleasantville, NY 10570
(914) 769-5C30 in New York
(800) 431-1934 outside New York

Contact: Nancy Lloyd Castellucci, Publicity Manager

Clientele: schools, libraries, hospitals

Activities: provides materials

Materials: catalog, filmstrips with audiocassettes and teacher's guide, press releases

Cost: fees for some items

Content Areas: **Alcohol, cancer, exercise, nutrition, smoking, traffic accident prevention**

Source:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, pamphlets

Cost: fees

***Content Areas:* Alcohol, cancer, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Takin' Charge
St. Paul-Ramsey Medical Center
640 Jackson Street
St. Paul, MN 55101
(612) 221-3479

Contact: Jacquelyn Huebsch, RN

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes**

Source:
Teach 'Em, Inc.
160 East Illinois Street
Chicago, IL 60611
(312) 467-0424

Contact: Natalie Leon

Clientele: patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, books, audiocassettes, videocassettes

Cost: fees for some items

***Content Areas:* Cancer, diabetes, exercise, hypertension, nutrition, smoking**

Source:
Tele-patient/Trainex Corporation
12601 Industry Street
Garden Grove, CA 92641
(714) 898-9904 in California (call collect)
(800) 854-6457 outside California

Contact: Bonnie Boltz

Clientele: health professionals

Activities: provides materials

Materials: catalog, descriptive brochure

Cost: fees for some items

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Trainex Corporation
12601 Industry Street
Garden Grove, CA 92641
(800) 472-2479 in California
(800) 854-2485 outside California

Contact: Josh D. Rubell, Educational Accounts Representative

Clientele: patients, health professionals

Activities: provides materials

Materials: catalog, filmstrips, slides, phonograph records, audiocassettes, videocassettes, clinical teaching models

Cost: fees for some items

***Content Areas:* Exercise, traffic accident prevention**

Source:
Travelers Insurance Companies
Travelers Film Library
One Tower Square
Hartford, CT 06115
(203) 277-5902

Contact: Antonia D. Berdn, Film Library Assistant

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: films, printed materials

Cost: no fees

***Content Areas:* Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management wellness**

Source:
Tuskegee Area Health Education Center
VA Medical Center, Building No. 9
Tuskegee, AL 36083
(205) 727-0550 x357 or x440

Contact: Zoe Baker, Audiovisuals Librarian

Clientele: consumers, patients, health professionals

Activities: provides materials, conducts programs in Alabama

Materials: catalog, descriptive brochure, fact sheet

Cost: no fees

***Content Areas:* Alcohol, cancer, exercise, hypertension, nutrition, stress management, traffic accident prevention**

Source:
University of Iowa
Media Library, C-5 Seashore
Iowa City, IA 52242
(319) 353-5885

Contact: Marjorie Cooper, Manager, Marketing and Promotion

Clientele: universities, schools

Activities: provides materials

Materials: catalog, descriptive brochure, order form, films

Cost: fees for some items

***Content Areas:* Alcohol, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Vinland National Center
3675 Ihduhapi Road
Loretto, MN 55357
(612) 479-3555

Contact: Sharon Limpert, National Outreach Director

Clientele: consumers, disabled persons, health professionals

Activities: provides materials, conducts programs

Materials: descriptive brochure, newsletter, training manuals, manuals, instruction in healthsports activities, audiovisuals

Cost: fees for some items

***Content Areas:* Alcohol, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Walt Disney Educational Media
500 South Buena Vista Street
Burbank, CA 91521
(213) 840-1726 in California
(800) 423-2555 outside California

Contact: Hilda Weiss, Marketing Manager, Educational and Non-Theatrical Media

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, films

Cost: fees for some items

***Content Areas:* Alcohol, stress management**

Source:
Wisconsin Clearinghouse Information on Alcohol and Other Drugs, Mental Health, Primary Prevention and Youth Development
1954 East Washington Avenue
Madison, WI 53704
(608) 263-2797

Clientele: consumers, patients, health professionals

Activities: provides materials

Materials: catalog, descriptive brochure, fact sheet, pamphlets, posters, bibliographies, teaching packets, manuals, reprints

Cost: fees for some items

Appendix C
Sources of Referral Program Information

Content Area: **Alcohol**

Source:
Al-Anon Family Group Headquarters, Inc.
P.O. Box 182, Madison Square Station
New York, NY 10010
(212) 481-6565

Contact: local chapter

Affiliates: local, state, and regional

Services:
Education/Information: materials; meetings

Support: group support

Materials: descriptive brochure; publications list; annual newsletter; catalog; pamphlets; and other materials

Other: Alateen fellowship meetings for teenage family and friends of alcoholics

User Restrictions: adult family members and friends of alcoholics

Source:
Alcoholics Anonymous World Services, Inc.
P.O. Box 459, Grand Central Station
New York, NY 10017
(212) 686-1100

Contact: local chapter

Affiliates: local and state

Services:
Referrals to: alcohol treatment centers, if necessary

Education/Information: materials; meetings

Support: individual and group support

Materials: descriptive brochure, fact sheet, catalog, pamphlets

User Restrictions: members only at closed meetings

Source:
Association of Halfway House Alcoholism Programs of North America
786 East Seventh Street
St. Paul, MN 55106
(612) 771-0933

Contact: Harvey H. Swager, President

Affiliates: local and state

Services:
Referrals to: halfway houses; alcohol treatment programs; hospital facilities; Alcoholics Anonymous; detoxification centers

Education/Information: materials; workshops; seminars; conferences; consultant services

Support: individual and group support

Materials: descriptive brochure; order form; newsletters; directory; statistical data

User Restrictions: none

Source:
National Center for Alcohol Education
5530 Wisconsin Avenue, 16th Floor
Chevy Chase, MD 20815
(301) 654-7744

Contact: Sharman DeWeese, Information and Order Specialist

Affiliates: local and state

Services:
Education/Information: training materials; training workshops

Materials: descriptive brochure; trainer catalog

Other: training for administrators, managers, supervisors, program directors, professionals, counselors, in-service trainers, service agency personnel, and youth workers in the alcoholism field

User Restrictions: none

Source:
U.S. Department of Education
Alcohol and Drug Abuse Education Program
1651 Donohoe Building, 400 Maryland Avenue
Washington, DC 20202
(202) 472-7777

Contact: Myles J. Doherty

Services:
Education/Information: workshops

Materials: descriptive brochure

Other: technical assistance; training for school teams

User Restrictions: local school district teams

Source:
Veterans Administration Central Office
810 Vermont Avenue, NW
Washington, DC 20420
(202) 389-5193
(202) 389-5194
(202) 389-5195

Contact: local or state VA medical center

Affiliates: local and state

Services:
Referrals to: other VA medical center programs; community programs

Support: individual and group support; therapy

Materials: fact sheets

Other: rehabilitation; alcohol detoxification; Antabuse programs; social, vocational and family counseling; training for VA physicians and program chiefs; counselor training

User Restrictions: military service veterans and their families

***Content Area:* Cancer**

Source:
AFTER (Ask a Friend To Explain Reconstruction)
1378 Third Avenue
New York, NY 10021
(212) 472-0040

Contact: local chapter

Affiliates: local and state

Services:
Referrals to: physicians; other women who have had mastectomies

Education/Information: materials; seminars; meetings; programs

Support: individual and group support; counseling

Materials: descriptive brochure; pamphlets; reprints

Other: training for volunteers; speakers bureau

User Restrictions: women who are pre- or post-mastectomy

Source:
American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; breast self-examination workshops

Support: individual and group support; self-help groups

Materials: descriptive brochures; pamphlets; films

Other: training for facilitators; speakers bureau

User Restrictions: none

Source:
Cancer Care, Inc.
National Cancer Foundation
One Park Avenue
New York, NY 10016
(212) 679-5700

Contact: Sam Allalouf, Director, Public Relations

Affiliates: local and state

Services:
Referrals to: other agencies that offer services to advanced cancer patients and their families

Education/Information: materials; seminars; meetings

Support: individual and group support; counseling; therapy

Materials: descriptive brochures; newsletters

Other: lobbying; some financial aid; training for volunteers and counselors; speakers bureau

User Restrictions: advanced cancer patients and their families

Source:
Candlelighters Foundation
2025 Eye Street, NW, Suite 1011
Washington, DC 20006
(202) 659-5136

Contact: local chapter

Affiliates: local, state, and international

Services:
Referrals to: programs; hotlines; other sources

Education/Information: materials; seminars; meetings; clearinghouse on state and federal programs

Support: individual and group support; self-help groups; 24-hour crisis lines; buddy systems; parent-to-parent counseling; professional counseling

Materials: descriptive brochure; newsletters; booklets; progress reports; bibliographies

Other: speakers bureau; social functions; lobbying

User Restrictions: parents dedicated to the conquest of cancer

Source:
International Association of Laryngectomees
Executive Office
c/o American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900 x309

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; seminars; self-help meetings; employer education program; education in first aid and artifical respiration for laryngectomees

Support: group support; counseling; therapy

Materials: descriptive brochure; catalog; directories

Other: voice rehabilitation; speech pathology

User Restrictions: laryngectomees and their families

Source:
Make Today Count
P.O. Box 303
Burlington, IA 52601
(319) 753-6521

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; meetings; seminars; workshops

Support: individual and group support; counseling; hotline (in some local chapters)

Materials: descriptive brochure; newsletter; books; films

Other: training for counselors; speakers bureau

User Restrictions: cancer patients and other terminally ill persons

Source:
National DES Action
1638-B Haight Street
San Francisco, CA 94117
(415) 552-0873

Contact: local chapter

Affiliates: local, state, and national

Services:
Referrals to: physicians

Education/Information: medical information to media, health professionals, and DES individuals

Materials: manuals; packets for health professionals; slide presentations; annual newsletter; Spanish pamphlets

Other: training programs

User Restrictions: fees for some items

Source:
Reach to Recovery
c/o American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900 x249

Contact: local chapter

Affiliates: local and state

Services:
Referrals to: local chapters

Education/Information: materials; seminars; meetings

Support: individual and group support; hotline

Materials: descriptive brochure; pamphlets

Other: training for volunteers; speakers bureau; fashion shows for mastectomees

User Restrictions: women who have undergone mastectomies

Source:
Skin Cancer Foundation
475 Park Avenue South
New York, NY 10016
(212) 725-5176

Contact: local chapter

Affiliates: local and state

Services:
Referrals to: physicians; other programs

Education/Information: materials; seminars; meetings

Materials: descriptive brochure; newsletter; press releases; film; comic book

Other: funding for grants for research and scientific training; issuance of Seal of Acceptance for sunscreen products

User Restrictions: none

***Content Area:* Diabetes**

Source:
American Diabetes Association, Inc.
2 Park Avenue
New York, NY 10016
(212) 683-7444

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; meetings; detection and public awareness campaigns nationwide; information exchange

Materials: pamphlets

Other: promotion of medical research; compilation of statistics; awarding of medals and prizes

User Restrictions: none

Source:
Diabetic Self-Care Program
344 East 63rd Street
New York, NY 10021
(212) 838-4402

Contact: Fabianne M. Kiefer, RN, MS

Affiliates: local

Services:
Referrals to: physicians; other programs; specialists

Education/Information: clinical evaluations; self-care programs; maintenance programs

Support: individual support; family support

Materials: descriptive brochure

User Restrictions: none

Source:
Juvenile Diabetes Foundation International
23 East 26th Street
New York, NY 10010
(212) 889-7575 in New York
(800) 223-1138 outside New York

Contact: Jonathan Krongard, Public Information Assistant or contact local chapter

Affiliates: local

Services:
Referrals to: associations; organizations; federal agencies

Education/Information: seminars; workshops; programs for patients and families; meetings; discussion groups

Support: counseling

Materials: brochure; newsletter; films; tapes; pamphlets

User Restrictions: none

***Content Area:* Exercise**

Source:
American Blind Bowling Association
150 North Bellaire Avenue
Louisville, KY 40206
(502) 896-8039

Contact: local chapter

Affiliates: local and state

Services:
Support: group support

Materials: descriptive brochure; newsletter

Other: blind bowling leagues and tournaments

User Restrictions: blind adults

Source:
Bikecentennial
P.O. Box 8308
Missoula, MT 59807
(406) 721-1776

Contact: David Prouty

Services:
Referrals to: other bicycling organizations

Education/Information: materials

Materials: descriptive brochure; catalog; books; bimonthly tabloid; guides and maps for various trails

Other: research on and maps of long-distance bicycle touring routes; bike library; leadership training courses

User Restrictions: fee only; discount for members

Source:
Blind Outdoor Leisure Development (BOLD)
533 East Main Street
Aspen, CO 81611
(303) 925-2086
(303) 925-8922

Contact: Peter Maines, Director of Activities

Affiliates: local and state

Services:
Referrals to: other blind organizations

Education/Information: materials

Support: individual and group support

Materials: descriptive brochure; film

Other: instruction for blind persons in outdoor recreation and leisure development activities (including skiing, horseback riding, rafting, camping, skating, swimming, fishing, golfing, hiking, and mountain climbing)

User Restrictions: blind children and adults

Source:
Jacki Sorensen's Aerobic Dancing
18907 Nordhoff Street, Box 6600
Northridge, CA 91328
(800) 382-3620 in California
(800) 423-5918 outside California

Contact: local chapter

Affiliates: local, state, Australia, and Japan

Services:
Education/Information: aerobic dancing classes

Support: group support

Materials: descriptive brochure; student guide

Other: training for instructors; special events such as dance-a-thons to benefit Special Olympics

User Restrictions: fee only

Source:
National Handicapped Sports and Recreation Association
P.O. Box 18664, Capitol Hills Station
Denver, CO 80218
(303) 978-0564

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials

Support: group support; therapy

Materials: descriptive brochure; directory; handicapped ski teaching manual

Other: ski clinics and championships; training for handicapped ski teams for international competitions

User Restrictions: physically handicapped children and adults

Source:
National Wheelchair Athletic Association
2107 Templeton Gap Road, Suite C
Colorado Springs, CO 80907
(303) 632-0698

Contact: regional chapter

Affiliates: regional

Services:
Education/Information: materials; seminars

Support: group support; therapy

Materials: descriptive brochure; newsletter; fact sheet

Other: wheelchair sports and athletic competitions

User Restrictions: disabled children and adults

Source:
North American Riding for the Handicapped Association, Inc.
P.O. Box 100
Ashburn, VA 22011
(703) 471-1621

Contact: Leonard Warner, Executive Director

Affiliates: local, state, and regional

Services:
Education/Information: materials; seminars; workshops; meetings

Support: individual support; therapy

Materials: descriptive brochure; catalog; newsletter

Other: certification of riding instructors; accreditation of riding centers for the handicapped

User Restrictions: handicapped individuals

Source:
Special Olympics, Inc.
International and National Headquarters
1701 K Street, NW, Suite 203
Washington, DC 20006
(202) 331-1346

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; seminars; meetings

Support: individual and group support; therapy

Materials: descriptive brochure; fact sheets; directory

Other: physical fitness, sports training and athletic competition for the mentally handicapped

User Restrictions: mentally retarded children and adults (8 years of age and older

Content Area: **Hypertension**

Source:
High Blood Pressure Information Center
120/80 National Institutes of Health
Bethesda, MD 20205
(703) 558-4880

Contact: Patricia President

Services:
Referrals to: State Health Departments for subsequent referral to local programs

Materials: pamphlets

User Restrictions: none

Content Area: **Nutrition**

Source:
American Anorexia Nervosa Association, Inc.
133 Cedar Lane
Teaneck, NJ 07666
(201) 836-1800

Contact: local chapter

Affiliates: local

Services:
Referrals to: physicians

Education/Information: materials; lectures; workshops

Support: counseling; self-help groups

Materials: descriptive brochure; newsletter

Other: speakers bureau

User Restrictions: none

Source:
Lean Line, Inc.
151 New World Way
South Plainfield, NJ 07080
(201) 757-6446

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; meetings; lectures; behavior modification training

Support: group support

Materials: descriptive brochure; fact sheets; newsletter; relaxation tapes; recipes; physical fitness plans

Other: speakers bureau; weigh-ins; maintenance program

User Restrictions: members only

Source:
Overeaters Anonymous
World Service Office
2190 190th Street
Torrance, CA 90504
(213) 775-2368

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; meetings

Support: group support

Materials: descriptive brochures; newsletter; directory

User Restrictions: people with a desire to stop compulsive eating

Source:
TOPS Club, Inc. (Take Off Pounds Sensibly)
4575 South Fifth Street
Milwaukee, WI 53207
(414) 482-4620

Contact: local chapter

Affiliates: local and international

Services:
Education/Information: materials; meetings

Support: group support; peer recognition; competition

Materials: descriptive brochure; newsletter; monograph; fact sheets

Other: retreat program

User Restrictions: members only

Source:
U.S. Department of Agriculture
Food and Nutrition Service
Alexandria, VA 22302
(703) 756-3554

Contact: Nutrition and Technical Services Division

Affiliates: regional

Services:
Education/Information: materials; Food and Nutrition Information Center

Materials: descriptive brochure; fact sheets

Other: special federal programs, such as Food Stamp Program, National School Lunch and Breakfast Programs, and Commodity Supplemental Food Program; training for program coordinators, counselors, teachers and food service personnel

User Restrictions: none

***Content Area:* Smoking**

Source:
American Cancer Society
777 Third Avenue
New York, NY 10017
(212) 371-2900

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; smoking clinics

Support: individual and group support; self-help groups

Materials: descriptive brochures; pamphlets; films; helping smokers quit kit

Other: training for facilitators

User Restrictions: none

Source:
American Lung Association
1740 Broadway
New York, NY 10019
(212) 245-8000

Contact: local chapter

Affiliates: local, state, and national

Services:
Referrals to: American Cancer Society

Education/Information: self-help program; cessation clinics

Support: group support; hotline

Materials: brochures; pamphlets; fact sheet; newsletter; self-help manual

Other: volunteer training

User Restrictions: none

Source:
Five Day Plan to Stop Smoking
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6733

Contact: local chapter

Affiliates: local, state, and international

Services:
Referrals to: Seventh Day Adventists live-in camps; conditioning centers

Education/Information: seminars; meetings; followup programs

Support: counseling; letters; phone calls

Materials: pamphlets; guide books; helpful devices

Other: Non-Smokers' International Club

User Restrictions: program registration fee and contribution

Source:
SmokEnders
National Office
37 North Third Street
Easton, PA 18042
(215) 250-0700

Contact: local chapter

Affiliates: local, state, and international

Services:
Education/Information: materials; seminars; stress reduction and nutrition education

Support: group support

Materials: standard forms; printed materials; necessary supplies for compliance; newsletter; reinforcement kits

Other: speakers bureau; maintains active reference file on smoking and smoking behavior

User Restrictions: fee only

Source:
YMCA of the U.S.A.
101 North Wacker Drive, Suite 1400
Chicago, IL 60606
(312) 977-0031

Contact: local chapter

Affiliates: local

Services:
Referrals to: American Cancer Society; American Lung Association; Seventh Day Adventists

Education/Information: meetings

Support: group support

User Restrictions: fee only

***Content Area:* Traffic Accident Prevention**

Source:
American Automobile Association (AAA)
8111 Gatehouse Road
Falls Church, VA 22047
(703) 222-6341

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; workshops; traffic and bicycle safety information; pre-school traffic safety education; alcohol and driving education; Poster Contest (nationwide traffic safety education program); School's Open — Drive Carefully public education information program

Materials: descriptive brochure; catalogs; pamphlets; teaching guides and curricula; posters; student workbooks; high school driver education textbook

Other: Pedestrian Protection Program; Pedestrian Appraisal Program; school safety patrols; adult crossing guards; Driving While Intoxicated (DWI) programs; recruiting traffic safety educators; driver improvement programs; special projects

User Restrictions: none

Source:
American Driver and Traffic Safety Education Association
123 North Pitt Street, Suite 500
Alexandria, VA 22314
(703) 836-4748

Contact: William Cushman, Ed.D., Executive Director

Affiliates: state

Services:
Education/Information: materials; annual meetings

Materials: descriptive brochure; catalog; newsletter; magazine; films; filmstrips with audiocassettes

Other: consulting services

User Restrictions: members only

Source:
U.S. Department of Transportation
National Highway Traffic Safety Administration
Office of Distribution
400 Seventh Street, SW
Washington, DC 20590
(202) 426-9550
(800) 424-9393 hotline

Contact: state office

Affiliates: state and regional

Services:
Referrals to: local programs

Education/Information: materials; seminars; meetings

Support: hotline for information on recalls of automobiles and tires, safety-related complaints on automobile and tire defects, and crash testing results

Materials: descriptive brochure

Other: training for people in highway safety fields; seat belt program

User Restrictions: none

***Content Area:* Wellness**

Source:
Stay Well/Employee Assistance
Control Data Corporation
Life Extension Institute
8100 34th Avenue South, Box O
Minneapolis, MN 55440
(612) 853-7777

Contact: Ann Ayrault

Affiliates: local

Services:
Referrals to: physicians

Education/Information: materials; seminars; workshops; meetings

Support: individual and group support; counseling; toll-free hotline

Materials: descriptive brochure; catalog; directory; fact sheets

Other: screening; speakers bureau; training for program facilitators

User Restrictions: fee only

Source:
Wilson Learning Center
6950 Washington Avenue South
Eden Prairie, MN 55344
(612) 944-2880

Contact: John Williamson, Wellness Program Director

Affiliates: regional and international

Services:
Referrals to: other programs

Education/Information: materials; seminars; workshops

Support: individual and group support

Materials: descriptive brochure; catalog

Other: speakers bureau

User Restrictions: fee only

General Sources

Content Areas: **Exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
American Heart Association
National Center
7320 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

Contact: local chapter

Affiliates: local and state

Services:
Referrals to: other programs

Education/Information: materials; seminars; meetings

Support: individual and group support

Materials: descriptive brochures; catalogs; directory; fact sheets

Other: rehabilitation; screening; training for staff and volunteers

User Restrictions: none

Content Areas: **Alcohol, diabetes, exercise, hypertension, nutrition, stress management, traffic accident prevention, wellness**

Source:
American Red Cross
17th and D Streets, NW
Washington, DC 20006

Contact: local chapter

Affiliates: local

Services:
Referrals to: physicians; other agencies

Education/Information: materials; nutrition seminars; first aid classes; swimming and water safety courses for the handicapped and non-handicapped; self-health care classes; consumer courses; instructor training courses; stress management instructor courses

Support: varies with individual chapters

Materials: descriptive brochures; videocassettes; films; slide-tape presentations; instructor guides; participant workbooks; textbooks; information kits

Other: hypertension screening; diabetes screening; training for volunteers and paraprofessionals

User Restrictions: none

Content Areas: **Alcohol, smoking**

Source:
American Temperance Society
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6729

Contact: local chapter

Affiliates: local, state, and regional

Services:
Referrals to: Alcoholics Anonymous

Education/Information: materials; seminars; meetings

Support: individual and group support

Materials: catalog; leaflets; magazines; films

Other: rehabilitation; training for volunteers

User Restrictions: none

Content Areas: **Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, wellness**

Source:
Center for Health Promotion
American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611
(312) 280-6000

Contact: Ruth Behrens, Director

Affiliates: local hospitals with health promotion programs

Services:
Referrals to: local hospitals

Materials: descriptive brochure; publications list; newsletter

User Restrictions: varies with local hospitals

Content Areas: **Exercise, nutrition, stress management, wellness**

Source:
Health Risk Management, Inc.
4005 West 65th Street
Minneapolis, MN 55435
(612) 926-8600 in Minnesota
(800) 328-6006 outside Minnesota

Contact: Gary T. McIlroy, MD; Daniel F. Hoemke, Director of Curriculum Development Planning

Affiliates: local, state, and national

Services:
Referrals to: physicians; other programs

Education/Information: materials; seminars; workshops; meetings; physical fitness programs; diet and nutrition programs; living skills programs

Support: individual and group support; counseling; therapy

Materials: descriptive brochure; catalog; fact sheets; directory

Other: exercise rehabilitation; health screening; lifestyle assessments; training for trainers and health professionals; speakers bureau

User Restrictions: none

Content Areas: **Alcohol, diabetes, hypertension, nutrition**

Source:
Indian Health Service
Office of Tribal Affairs
5600 Fishers Lane
Parklawn Building, Room 5A-43
Rockville, MD 20857
(301) 443-1104

Contact: Art Thomas

Affiliates: local and state

Services:
Referrals to: physicians

Education/Information: materials; seminars; meetings

Support: individual and group support

Materials: descriptive brochure

Other: hospitals; health centers; clinics; several hundred smaller facilities; community-level alcoholism prevention and control programs; training for Indians as allied health and auxiliary health personnel; variety of health services programs

User Restrictions: federally-recognized American Indian tribes and Alaskan natives

Content Areas: **Alcohol, smoking**

Source:
International Commission for the Prevention
of Alcoholism and Drug Dependency
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6729

Contact: local chapter

Affiliates: local and state

Services:
Education/Information: materials; seminars; meetings for educators and laypersons

Materials: descriptive brochure; quarterly bulletin

User Restrictions: none

Content Areas: **Exercise, traffic accident prevention**

Source:
League of American Wheelmen
P.O. Box 988-N
Baltimore, MD 21203
(301) 727-2022

Contact: local chapter

Affiliates: local

Services:
Referrals to: other programs; local clubs

Materials: descriptive brochure; newsletter; membership directory; magazine

Other: lobbying for bicyclists' rights

User Restrictions: members only

Content Areas: **Alcohol, nutrition, smoking**

Source:
March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

Contact: local chapter

Affiliates: local, state, and regional

Services:
Education/Information: materials; workshops; conferences; institutes

Materials: descriptive brochure; catalogs; newsletter; fact sheets; film; posters

Other: speakers bureau; training for volunteers; internship program; teaching centers

User Restrictions: none

Content Areas: **Alcohol, smoking**

Source:
National Committee for the Prevention
of Alcoholism and Drug Dependency
6830 Laurel Street, NW
Washington, DC 20012
(202) 722-6733

Contact: Milo C. Sawvel, Jr., Executive Director

Affiliates: regional

Services:
Referrals to: physicians; health or rehabilitation facilities

Education/Information: materials; seminar-workshops; lectures

Materials: descriptive brochure; catalog

Other: training for volunteers

User Restrictions: none; fee for workshops

Content Areas: **Alcohol, cancer, diabetes, exercise, hypertension, nutrition, smoking, stress management, traffic accident prevention, wellness**

Source:
National Health Information Clearinghouse
P.O. Box 1133
Washington, DC 20013-1133
(703) 522-2590 in Virginia
(800) 336-4797 outside Virginia

Services:
Referrals to: other health information organizations; government agencies; self-help groups; voluntary associations, etc.

Education/Information: materials

Materials: descriptive brochure; publications list; resource guides

User Restrictions: none

***Content Areas:* Alcohol, stress management**

Source:
Sagamore Institute
National Humanistic Education Center
110 Spring Street
Saratoga Springs, NY 12866
(518) 587-8770

Contact: Greg Laird, Project Director

Affiliates: local and state

Services:
Referrals to: other programs
Education/Information: materials; workshops
Support: group support
Materials: descriptive brochure; catalog; directory
Other: training for counselors; speakers bureau

User Restrictions: none

Appendix D
Catalogs and Directories of Health Education Materials

This appendix lists comprehensive catalogs that identify numerous sources of health education materials or programs. Each entry includes the title, publisher, and publication date as well as where to obtain the catalog, its price, and the content areas (as defined in this Source Book) it covers. Catalogs that list materials available from a single source have not been included.

General Catalogs

Aqui Se Habla Espanol: A Guide to Spanish-Language Health and Patient Information. U.S. Department of Health and Human Services, Health Services Administration, Office of Communications and Public Affairs, DHHS Publication No. (HSA)81-7006, October 1980.

Description: This guide describes over 450 publications and audiovisuals available in Spanish on a variety of health topics.

Content Areas Covered: Smoking, nutrition, weight control, high blood pressure, alcohol, diabetes, exercise, traffic accidents, mental health, wellness, cancer

Available From:
Office of Communications and Public Affairs
Health Services Administration
U.S. Public Health Service
5600 Fishers Lane, Room 14A55
Rockville, MD 20857

Cost: Free

The Consumer Health Information Sourcebook. Alan M. Rees and Blanche A. Young. New York: R.R. Bowker Company, 1981.

Description: A comprehensive guide to consumer health books, pamphlets, audiovisual producers, and resource organizations arranged by subject. More than 700 books are listed with full bibliographic information and descriptive, evaluative annotations.

Content Areas Covered: Smoking, nutrition, weight control, high blood pressure, alcohol, diabetes, cancer, exercise, wellness, mental health

Available From:
R.R. Bowker
1180 Avenue of the Americas
New York, NY 10036

Cost: $32.50 plus shipping and handling

The Educator's International Guide to Free and Low Cost Health Audio-Visual Teaching Aids. Long Island City, N.Y.: Pharmaceutical Communications, 1979.

Description: This guide lists more than 2,000 films, tapes, cassettes, slides, and videotapes covering a wide spectrum of medical topics for professional and general audiences.

Content Areas Covered: Alcohol, cancer, diabetes, nutrition, traffic accidents, mental health, smoking

Available From:
Pharmaceutical Communications, Inc.
42-15 Crescent St.
Long Island City
New York, NY 11101

Cost: $14.95 plus $1.00 postage and handling

Guide to Audiovisual Resources for the Health Care Field. Chicago: American Hospital Publishing, Inc., 1981.

Description: Lists and fully describes films, videotapes, and audiovisual programs for all phases of health education and health promotion.

Content Areas Covered: Nutrition, weight control, high blood pressure, alcohol, diabetes, exercise, traffic accidents, mental health, cancer

Available From:
American Hospital Publishing, Inc.
211 East Chicago Ave.
Chicago, IL 60611

Cost: $18

Help Yourself to Health: A Health Information and Services Directory. Art Ulene, M.D., with Sandy Feldman, M.D. New York: G.P. Putnam's Sons, 1980.

Description: An exhaustive compendium of publications on health and health services that are available to the public either free or at low cost. It describes over 3,000 consumer publications, 500 health services, and over 200 health groups that the consumer can contact about a health problem or join as a volunteer.

Content Areas Covered: Smoking, nutrition, weight control, high blood pressure, alcohol, diabetes, cancer, exercise, wellness, mental health

Available From:
Book store, or from publisher
G.P. Putnam's Sons
200 Madison Ave.
New York, NY 10016

Cost: $10.95

Ottawa Health Promotion Resource Manual. Ottawa, Canada: Centretown Community Resource Centre, May 1981.

Description: This manual is organized according to risk factors and describes community services and programs in the Ottawa, Canada, area. Reference books and audiovisuals are also included.

Content Areas Covered: Alcohol, nutrition, weight control, smoking, high blood pressure, exercise, mental health

Available From:
Centretown Community Resource Centre
100 Argyle St.
Ottawa, Ontario
Canada K2P 1B6

Cost: $7.95

Catalogs on Alcohol and Drug Abuse, Smoking, and Mental Health

Annotated Resource Guide for Alcohol, Tobacco, and Other Drug Abuse/Misuse Prevention Education Programs. N.Y. State Education Department. Albany: Bureau of Drug Education, 1978. ERIC Document No. ED 165 032.

Description: A selective list that describes audiovisual and printed aids for use in drug education programs. Includes instructional material for children, parents, and teachers.

Content Areas Covered: Smoking, alcohol

Available From:
ERIC
P.O. Box 190
Arlington, VA 22210

Cost: $6.95 plus shipping.

Current Audiovisuals for Mental Health Education. Edited by Jack Neher, second edition prepared by the Mental Health Materials Center. Chicago: Marquis Academic Media, 1979.

Description: A guide to more than 700 filmstrips and other audiovisuals in the areas of mental health and family life education. Summaries, evaluations, and comparative ratings are provided to aid professionals in the selection of materials.

Content Areas Covered: Alcohol, mental health, wellness

Available From:
Marquis Academic Media
Marquis Who's Who, Inc.
200 East Ohio St.
Chicago, IL 60611

Cost: $8.50

Health Education Guide: Instructional Materials for Preschool Through Young Adult Years. Community Health Information Network. Cambridge, Mass.: Mount Auburn Hospital, 1981.

Description: The manual provides annotated lists of books, pamphlets, curriculum guides, and audiovisual materials.

Content Areas Covered: Smoking, alcohol, nutrition, wellness

Available From:
Community Health Education
Mount Auburn Hospital
330 Mount Auburn St.
Cambridge, MA 02238

Cost: $6.50

In Focus: Alcohol and Alcoholism Audiovisual Guide. U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse, and Mental Health Administration. DHHS Publication No. (ADM)80-32, printed 1977, revised 1980.

Description: An annotated guide to audiovisual materials on alcohol abuse and alcoholism. Includes detailed subject index.

Content Area Covered: Alcohol

Available From:
National Clearinghouse For Alcohol Information
P.O. Box 2345
Rockville, MD 20852

Cost: Free

National Directory of Drug Abuse and Alcoholism Treatment Programs. U.S. Department of Health, Education, and Welfare, National Institute on Drug Abuse, National Institute on Alcohol Abuse and Alcoholism. DHEW Publication No. (ADM)79-321, revised 1979.

Description: A compilation of over 9,000 Federal, state, local, and privately funded agencies responsible for the administration or provision of alcoholism or drug abuse services. The publication consists of three sections: (1) state authorities, (2) drug abuse and alcoholism programs, and (3) VA medical centers.

Content Area Covered: Alcohol

Available From:
National Clearinghouse for Drug Abuse Information
5600 Fishers Lane, Rm 10A53
Rockville MD 20857

Cost: Free

Reel-to-Real: An Evaluative Catalog of Alcohol, Other Drug, and Mental Health 16-mm Films Available to the Public. Wisconsin Clearinghouse, Madison: University of Wisconsin Hospital and Clinics, 1980.

Description: Although created for use specifically in the state of Wisconsin, this film catalog has broader application. Each film listing consists of a synopsis, production data, and available evaluative information.

Content Areas Covered: Alcohol, mental health

Available From:
Wisconsin Clearinghouse
University of Wisconsin Hospital and Clinics
1954 E. Washington Ave.
Madison, WI 53704

Cost: $2.50 plus shipping and handling

The Selective Guide to Publications for Mental Health and Family Life Education. Edited by Hal Rifker, fourth edition, prepared by the Mental Health Materials Center. Chicago: Marquis Academic Media, 1979.

Description: Complete order information and descriptive evaluations are presented for more than 475 books, pamphlets, and leaflets.

Content Areas Covered: Alcohol, high blood pressure, stress, wellness

Available From:
Marquis Academic Media
Marquis Who's Who, Inc.
200 East Ohio St.
Chicago, IL 60611

Cost: $34.50

Smoking Programs for Youth. U.S. Department of Health and Human Services, National Cancer Institute. NIH Publication No. 80-2156, June 1980.

Description: Contains information on trends in youth smoking, past and current approaches being taken, methods of implementing smoking programs for youth, and examples of current projects.

Content Area Covered: Smoking

Available From:
Office of Cancer Communications
National Cancer Institute
Building 31, Room 10A18
Bethesda, MD 20205

Cost: Free

Catalogs on Traffic Safety

A Resource Guide to Automobile Occupant Restraint Materials. (Second edition). Washington, D.C.: Highway Users Federation, 1981.

Description: Directs users to sources for radio and television public service announcements, pamphlets, programming guides, audiovisuals, games, and posters.

Content Area Covered: Traffic accidents

Available From:
Highway Users Federation
1776 Massachusetts Ave., NW
Washington, DC 20036

Cost: Single copies free; additional copies $1

Catalogs on Diabetes and on Nutrition

Audiovisuals for Nutrition Education. Berkeley, Calif.: Society for Nutrition Education, April 1979.

Description: This bibliography includes materials from government agencies, educational institutions, and professional organizations. The contents of each entry have been evaluated by a nutritionist for accuracy and relevance.

Content Area Covered: Nutrition

Available From:
Society for Nutrition Education
2140 Shattuck Ave.
Berkeley, CA 95704

Cost: $4

Audiovisual Resources for Diabetes Education. (Third edition). Ann Arbor: Learning Resource Center, Office of Educational Resources and Research, the University of Michigan Medical School, 1981.

Description: Describes over 500 audiovisual programs for health professionals, patients, and general audiences.

Content Area Covered: Diabetes

Available From:
Learning Resource Center
University of Michigan Medical Shool
1135 E. Catherine, Box 38
Ann Arbor, MI 48109

Cost: $15

Health Maintenance Through Food and Nutrition: A Guide to Information Sources. Helen Ullrich, ed. Detroit: Gale Research Company, 1981.

Description: Volume seven, of a health information series, lists articles, books, pamphlets, reports, and teaching aids. Includes author, title, and subject audiences.

Content Area Covered: Nutrition

Available From:
Gale Research Company
Book Tower
Detroit, MI 48226

Cost: $38

Index of Nutrition Education Materials. (Third edition). Washington, D.C.: Nutrition Foundation, Office of Education and Public Affairs, 1981.

Description: A comprehensive listing of books, pamphlets, and audiovisual aids available from government agencies, trade associations, professional societies, and educational organizations.

Content Area Covered: Nutrition

Available From:
Office of Education and Public Affairs
The Nutrition Foundation
888 17th St. N.W.
Washington, DC 20006

Cost: $15

Spanish Language Materials For People With Diabetes: Selected Annotations. Prepared by the National Diabetes Information Clearinghouse. U.S. Department of Health and Human Services, National Institute of Arthritis, Diabetes, and Digestive and Kidney Diseases. NIH Publication No. 81-2180, June 1981.

Description: A selected listing of print and nonprint materials in Spanish on a variety of topics relating to the daily management and control of diabetes including diet, insulin therapy, foot care, and complications. The National Diabetes Information Clearinghouse has prepared several other annotated listings which focus on diabetes materials suitable for public and patient education.

Content Area Covered: Diabetes

Available From:
National Diabetes Information Clearinghouse
Box NDIC
Bethesda, MD 20205

Cost: Free

Catalogs on High Blood Pressure

Audiovisual Aids for High Blood Pressure Education. U.S. Department of Health, Education, and Welfare. National Heart, Lung, and Blood Institute, National High Blood Pressure Education Program, NIH Publication No. 80-1663, October 1979.

Description: Extensive listing of audiovisual materials available from both commercial and nonprofit groups compiled by the National High Blood Pressure Education Program. Includes aids for professional, patient, and general audiences.

Content Area Covered: High blood pressure

Available from:
National High Blood Pressure Education Program
120/80 National Institutes of Health
Bethesda, MD 20205

Cost: Free

Audiovisual Resources for Hypertension Education. Ann Arbor: Learning Resource Center, Office of Educational Resources and Research, The University of Michigan Medical School, 1981.

Description: Describes over 200 audiovisual programs for health professionals, patients, and general audiences. Serves as a revision of the 1979 audiovisual catalog of the National High Blood Pressure Education Program.

Content Area Covered: High blood pressure

Available From:
Learning Resource Center
University of Michigan Medical School
1135 E. Catherine, Box 38
Ann Arbor, MI 48109

Cost: $15

Printed Aids For High Blood Pressure Education: A Guide to Evaluated Publications. U.S. Department of Health and Human Services, National Heart, Lung, and Blood Institute, National High Blood Pressure Education Program. NIH Publication No. 81-1244, February 1981.

Description: Provides health educators with information on the quality and reading level of hypertensive patient education materials available from various sources.

Content Area Covered: High blood pressure

Available From:
National High Blood Pressure Education Program
120/80 National Institutes of Health
Bethesda, MD 20205

Cost: Free

Appendix E
Health Education Newsletters and Periodicals

Allied Health Education Newsletter
American Medical Association
535 N. Dearborn St.
Chicago, IL 60610
Cost: Free

Chips Newsletter
Chips Project
150 East 216th St.
Carson, CA 90745
Cost: Free

Consumer Health Info
Group Health Plan, Inc.
2500 Como Ave.
St. Paul, MN 55108
Cost: Free

Current Awareness in Health Education
Centers for Disease Control
Bureau of Health Education
Atlanta, GA 30333
Cost: Free

Employee Health & Fitness
American Health Consultants, Inc.
67 Peachtree Park Dr., N.E.
Atlanta, GA 20309
Cost: $68 per year

Focal Points
Centers for Disease Control
Bureau of Health Education
Att'n: Focal Points
Atlanta, GA 30333
Cost: Free

Health Education
American Alliance for Health, Physical Education, and Recreation
1900 Association Drive
Reston, VA 22091
Cost: $25

Health Education Quarterly
Human Sciences Press
72 Fifth Avenue
New York, NY 10011
Cost: $23/Individual $48/Institutional

Health Education Reports
Feistritzer Publications
1261 National Press Building
Washington, DC 20045
Cost: $124

Health Education Update
Health Education Center
200 Ross Street
Pittsburgh, PA 15219
Cost: $4.00

Health Promotion Forum
The Medical Foundation Inc.
29 Commonwealth Ave.
Boston, MA 02116
Cost: Free

Health Values
Charles B Slack, Inc.
6900 Grove Rd.
Thorofare, NJ 08086
Cost: $14

HEF News
Health Education Foundation
Suite 452
600 New Hampshire Ave., N.W.
Washington, D.C. 20037
Cost: $15

NCHE News
National Center for Health Education
211 Sutter St., 4th Floor
San Francisco, CA 94108
Cost: Free

Networks
Missouri Prevention Network
Stephens Building, Suite 203B
1005 Cherry Street
Columbia, MO 65201
Cost: Free

Patient Counseling and Health Education
Excerpta Medica
P.O. Box 3085
Princeton, NJ 08540
Cost: $19.50/Individual $38/Institutional

Promoting Health
Center for Health Promotion
American Hospital Association
340 N. Lake Shore Dr.
Chicago, IL 60611
Cost: $24 per year

Self-Help Reporter
c/o National Self-Help Clearinghouse
Graduate School and University Center, CUNY
33 West 42nd St., Room 1227
New York, NY 10036

Cost: Free

Taking Care
Center for Consumer Health Education
380 West Maple Ave.
Suite 301
Vienna, VA 22180

Cost: $15 per year

Wellness Experience
Wellness and Health Activation Network
P.O. Box 923
Vienna, VA 22180

Cost: $7.50

WELL AWARE About Health
University of Arizona
Health Science Center
P.O. Box 43338
Tuscon, AZ 85733

Cost: $1.75 for 6 issues

Your Health
International Academy of Preventive Medicine
10409 Town and Country Way
Suite 200
Houston, TX 77024

Cost: $9.95

Appendix F
Bibliography

Sources of Information on Readability

Hoar, N., and Hoar, M.E. "Readability Formulas: Are They Enough?" *Contemporary Pharmacy Practice*, Vol. 4 No. 3, Summer 1981, pp. 145-149.

Readability Testing in Cancer Communications: Methods, Examples, and Resources for Improving the Readability of Cancer Messages and Materials. Bethesda, Md.: National Cancer Institute, NIH Publication No. 81-1689, June 1981.

Spadaro, D.C., Robinson, L.A., and Smith, L.T. "Assessing Readability of Patient Information Materials." *American Journal of Hospital Pharmacy*, Vol. 37, Feb. 1980, pp. 215-221.

Aids to Designing Materials

American Hospital Association. *Media Handbook*. Chicago: the Association, 1978.

Brown, J., et al. *Audio-Visual Instruction: Technology Media and Methods*. 5th edition, New York City: McGraw-Hill Book Co., 1977.

Freedman, C.R. *Teaching Patients: A Practical Handbook for the Health Care Professional*. San Diego: Courseware, 1978.

Kemp, J. *Planning and Producing Audiovisual Materials*. 3rd edition, New York: Thomas Cromwell Co., 1975.

Minor, E. and Frye, H. R. *Techniques for Producing Visual Instructional Media*. New York: McGraw Hill Book Co., 1977.

Appendix G
Blank Forms for Reproduction

Exhibit 4
Evaluation Form—Short Version

Date reviewed: _____
Reviewer: _____
Title: _____
Producer/Author: _____
Contact: _____
_____
_____
Price: _____
Length: _____

Publication Date: _____

Reproduction Restrictions:
_____ None
_____ Permission req'd.
_____ Citation req'd.
_____ Payment req'd.

Format:
(Check all that apply)
_____ Print
_____ (specify)
_____ No. of pages
_____ Film (circle one)
16-mm slides 16-mm super 8 loop
_____ No. of minutes
_____ Videotape (circle one)
3/4 in. 1/2 in.
_____ Audiocassette
_____ Slide/tape
_____ Other
_____ (specify)

Readability:
_____ Very easy (6-7)
_____ Easy (8)
_____ Average (9-10)
_____ Fairly difficult (11-13)
_____ Difficult (14-16)

Comprehensiveness:
_____ Part of the described program
_____ Accompanying support materials
_____ Instructor guide
_____ Client assessment instruments
_____ Monitoring forms
_____ Patient contracts
_____ Group discussion guidelines
_____ Other:

Mode of Delivery:
_____ Individual
_____ Group
_____ Instructor-led
_____ Self-instructional

Audience Characteristics:
Population:
_____ White
_____ Black
_____ Hispanic
_____ Asian/Pacific
_____ Native American
_____ Other:

Age:
_____ Pediatric
_____ Adolescent
_____ Adult
_____ Geriatric

Physical disabilities:
_____ None
_____ Sight impaired
_____ Hearing impaired
_____ Other:

Sex:
_____ M
_____ F

Language:
_____ English
_____ Spanish
_____ French
_____ Asian/Pacific
_____ Other:

Socioeconomic status:
_____ High
_____ Middle
_____ Low

Setting:
_____ Inpatient
_____ Doctor's office
_____ Outpatient clinic
_____ Community outreach
_____ Self-help group
_____ Worksite

Outcomes/Goals:
_____ Clarify values/change attitudes
_____ Provide background information
_____ Solve regimen-following problems
_____ Perform skills/use procedures
_____ Modify behavior

Exhibit 4
Evaluation Form—Short Version (continued)

page 2

	YES	NO
The materials are complete, accurate, and up to date.	Yes	No
Comments:		
The materials are appropriate for the audience (consider language, length, examples).	Yes	No
Comments:		
The materials are instructionally effective.	Yes	No
Comments:		
The medium is appropriate and effective.	Yes	No
Comments:		

Overall comments: _____

Strengths: _____

Limitations: _____

Suggested use: _____

Overall, I would rate this material as ☐ Excellent ☐ Very Good ☐ Good ☐ Adequate ☐ Inadequate

Comments: _____

Exhibit 5
Evaluation Form—Extensive Version

Date reviewed: _____
Reviewer: _____
Title: _____
Producer/Author: _____
Contact: _____
_____
_____
Price: _____
Length: _____

Publication Date: _____

Reproduction Restrictions:
_____ None
_____ Permission req'd.
_____ Citation req'd.
_____ Payment req'd.

Format:
(Check all that apply)
_____ Print
_____ (specify)
_____ No. of pages
_____ Film (circle one)
16-mm slides 16-mm super 8 loop
_____ No. of minutes
_____ Videotape (circle one)
3/4 in. 1/2 in.
_____ Audiocassette
_____ Slide/tape
_____ Other
_____ (specify)

Readability:
_____ Very easy (6-7)
_____ Easy (8)
_____ Average (9-10)
_____ Fairly difficult (11-13)
_____ Difficult (14-16)

Comprehensiveness:
_____ Part of the described program
_____ Accompanying support materials
_____ Instructor guide
_____ Client assessment instruments
_____ Monitoring forms
_____ Patient contracts
_____ Group discussion guidelines
_____ Other:

Mode of Delivery:
_____ Individual
_____ Group
_____ Instructor-led
_____ Self-instructional

Audience Characteristics:
Population:
_____ White
_____ Black
_____ Hispanic
_____ Asian/Pacific
_____ Native American
_____ Other:

Age:
_____ Pediatric
_____ Adolescent
_____ Adult
_____ Geriatric

Physical disabilities:
_____ None
_____ Sight impaired
_____ Hearing impaired
_____ Other:

Sex:
_____ M
_____ F

Language:
_____ English
_____ Spanish
_____ French
_____ Asian/Pacific
_____ Other:

Socioeconomic status:
_____ High
_____ Middle
_____ Low

Setting:
_____ Inpatient
_____ Doctor's office
_____ Outpatient clinic
_____ Community outreach
_____ Self-help group
_____ Worksite

Outcomes/Goals:
_____ Clarify values/change attitudes
_____ Provide background information
_____ Solve regimen-following problems
_____ Perform skills/use procedures
_____ Modify behavior

Exhibit 5
Evaluation Form—Extensive Version (continued)

page 2

Technical Accuracy/Currency/Completeness

Content/factual information is accurate. Yes No

Comments: _____

Information is up to date. Yes No

Comments: _____

All information needed for use is presented (all steps, cues, cautions, etc.). Yes No

Comments: _____

Deals with common questions, misconceptions, problems, if appropriate. Yes No

Comments: _____

Appropriateness to Audience/Use

Content is relevant to intended use. Yes No

Comments: _____

Language/terminology is appropriate for intended audience. Yes No

Comments: _____

Length is appropriate for intended audience. Yes No

Comments: _____

Examples are appropriate for each audience. Yes No

Comments: _____

Examples cover range of appropriate audiences (comprehensiveness). Yes No

Comments: _____

Format is appropriate for audience (type size, layout). Yes No

Comments: _____

Exhibit 5
Evaluation Form—Extensive Version (continued)

page 3

Instructional Quality

Goals and objectives are clearly implied or explicitly stated early in the presentation. Yes No

Comments: _____

Overview/introduction to presentation provided. Yes No

Comments: _____

Rationale for learning and benefits/consequences are provided. Yes No

Comments: _____

Key points are highlighted and easy to locate. Yes No

Comments: _____

Holds reader's interest and attention. Yes No

Comments: _____

Visuals are accurate. Yes No

Comments: _____

Overall comments: _____

Strengths: _____

Limitations: _____

Suggested use: _____

Overall, I would rate this material as ☐ Excellent ☐ Very Good ☐ Good ☐ Adequate ☐ Inadequate

Comments: _____

Exhibit 8
Client Referral Form

Date of Screening (If any) _____
Date of Referral _____
Name: _____
Address: _____
_____
_____
Telephone: _____

Result of Screening or Appraisal (If any)	**Activity Recommended/ Desired**	**Place Referred**
1.		
2.		

If you have any questions, please call the *Company Health Program* at *444-1003* or stop by *Building C, Room 391* during these hours: *8:30-4:30.*

I authorize the *Company Health Program* to send this referral form to my personal physician or clinic.

Physician/Clinic Name: _____
Address: _____
_____
_____
Phone: _____

_____
Client Signature

_____
Name of Person Making Referral

Exhibit 8
Client Referral Form (continued)

page 2

Followup Information (for program use only)

Reminder letter sent **Date:** _____

1st Followup letter sent **Date:** _____

Response: _____ **yes** _____ **no**

2nd Followup letter sent **Date:** _____

Response: _____ **yes** _____ **no**

Followup phone call made **Date:** _____

Response: _____ **yes** _____ **no**

Other contacts made: _____

_____

Response date: _____

Outcomes

Action No.	Outcome
1.	
2.	

Client comments: _____

_____

_____

Staff comments: _____

_____

_____

Appendix H
Examples of Applying the Methodology: Exercise and Hypertension

In coordinating and writing the contents of this Source Book, we (the authors) thought it would be useful to demonstrate the process of selecting and evaluating health education materials through the use of two examples. We developed these two hypothetical situations to show how the steps that local program staff would take when acquiring their stock of health education materials fit together. The steps are: describing a target audience, identifying sources of materials, selecting and ordering materials, and then evaluating the materials for quality and appropriateness for, in this case, the hypothetical clients in our two examples.

The examples served a second purpose. They also gave us an opportunity to conduct a reality test of the methodology described in this text. Revisions were made to the text of the Source Book based on our findings.

To ensure that our examples were representative, we solicited the help of health educators from a variety of backgrounds and professionals working in local risk reduction programs.* These consultants helped to determine the variables of the hypothetical examples, such as the topic areas and the demographics of the target audience. They also helped with the evaluations once we had selected and ordered materials that we thought would be appropriate for our hypothetical clients.

Basics of the Hypothetical Examples

Based on the recommendations of the consultants, we chose exercise (increasing physical activity) and hypertension (controlling high blood pressure) as the two subject areas. We could, of course, have chosen any of the 10 subject areas covered in this Source Book, and our selection was arbitrary with the exception that exercise and hypertension are two of the more common areas among risk reduction programs.

The assumptions we made for both examples included that the hypothetical programs had adequate funding, equipment, space, and time to use the selected materials. We also assumed that the programs had trained instructors and that the staff were up to date on current knowledge of the subject area.

Second, although we delineated some of the specifics of the hypothetical target group, not all the nuances of a real-life situation are presented. For example, because the consultants and reviewers had no direct contact with the hypothetical clients, subtle cultural values and attitudes are missing from the descriptions. In reality, program staff would use focused group interviews and other methods of assessment to collect this type of discrete information about clients. Such an assessment, done as part of the overall preplanning of the risk reduction activities, might reveal that a particular material would need to address some very specific preferences or concerns expressed by the clients, such as dietary preferences or questions about certain medication side effects. As a result, the descriptions of the hypothetical target audiences, the goals, and the criteria for selecting materials are not as detailed in these examples as they would normally be in a real setting.

The following sections, through the hypothetical situations, describe the process of selecting and evaluating health education materials.

Describing the Hypothetical Examples

The descriptions of the two hypothetical situations are given below.

Example 1: Exercise

Target Audience: adult men and women, multiracial but primarily white; working for a corporation; English-speaking; varied incomes; varied education.

Goal: to increase physical activity in order to offset the negative effects of sedentary lifestyles and thus decrease the risk of cardiovascular disease.

Objective: to provide background information, clarify values, change attitudes, and modify behaviors to encourage increased physical activity.

Educational method: group education through discussion and activities.

Educator: occupational health nurse.

Setting: worksetting — a corporation.

Medium: audiovisuals with complimentary printed information for the participants to take home; possibly other printed pamphlets and brochures. The materials would preferably include some element of "fun" to be motivational.

Example 2: High Blood Pressure

Target Audience: young, black males diagnosed as having high blood pressure; low or middle income; urban; low to medium educational levels.

Goal: to improve adherence to medication regimens.

Objective: to learn the problem-solving skills needed for following regimens.

Educational methods: skill-building demonstrations, and peer group and individual instruction.

Educator: degreed health educator.

Setting: inner-city public health clinic.

Medium: audiovisual and print items, preferably those that convey skill-building techniques.

Locating Sources of Materials

We located health education materials in the two topic areas by consulting the catalogs, clearinghouses, and other sources of materials that we used to prepare the lists of sources for this guide (see Appendix B). We found markedly different circumstances for the two separate topic areas. For exercise, we found no central source of information so we contacted 75 individual sources to collect sample materials to review. (Because we were also collecting information on sources for the appendices of the Source Book, we undoubtedly contacted many more sources of

*See the acknowledgment page at the beginning of this Source Book.

materials than a local program staff would have to contact to select the types of materials needed.)

We contacted the sources of exercise materials via a letter that described the specifics for this case study, including information about the target audience. We did this to improve the possibility that we would receive as many appropriate materials as possible and to decrease the likelihood that totally inappropriate materials would be sent. If we received a catalog from a source rather than the materials we requested, we immediately reviewed the catalog and chose materials that seemed to be appropriate for our clients according to the information given in the catalog. Selecting appropriate items with this method was difficult; the catalogs sometimes listed only the title, author, and producer — not enough information to ensure appropriate selection. From among the 75 exercise sources we contacted, we received 50 responses which supplied us with 77 sample materials.

For high blood pressure, the process of ordering sample materials was much simpler. The High Blood Pressure Information Center* of the National Heart, Lung, and Blood Institute coordinates information on all the currently available materials in hypertension. We telephoned the Center, described our target audience, and gave very specific information about the hypothetical situations. The Center staff did an initial screening for us and suggested only five materials that they thought would be likely to meet our needs. They also suggested seven other materials that were available from four other sources, and with the names, addresses, and phone numbers they gave us, we ordered the recommended materials directly from these sources.

A comparison of these two situations showed that direct liaison with a central source of information on materials can shorten considerably the time and effort spent on obtaining materials. With both circumstances, we paid a fee for purchasing some of the sample materials and for renting some of the audiovisuals.

Monitoring Our Orders

For the exercise materials only, we waited 2 weeks for a response to our written requests. If we received none, we telephoned the source to ask about the status of our request.

As the materials for both hypertension and exercise arrived, we recorded the delivery on a log sheet. This procedure helped us to track the status of requests and to record the type and number of materials we received. It also gave an overall picture of the results of our efforts and a sense of what the evaluation step would involve.

Previewing the Ordered Materials

In an initial staff review of the the exercise materials, we found 37 of the 77 items to be inappropriate and not worth putting through the evaluation step. Some of the materials were of poor physical quality: they were mimeographed copies or the printing was illegible. Others were not relevant for the target audience; for example, they were written for children or suggested skydiving as an exercise. Still others were an inappropriate format, such as a poster, for the chosen educational methods. Thus, for exercise, we had 40 items that we put through an evaluation process for possible use with our hypothetical clients.

In previewing the materials for the hypertension example, we found all 12 of the items appropriate for the evaluation process. Once again, the use of a central clearinghouse saved time and money that would have been spent on previewing.

Evaluating the Materials

Print Materials

We selected six reviewers who had experience in materials evaluation and current knowledge of the subject areas. We apprised them of the project and explained their assignment in detail, including reasonable deadlines for submitting their evaluations to prevent delays. To keep the evaluation process as close as possible to the diversity of possible real-life circumstances, some items were only reviewed by one person; others were reviewed by two or three different people. We allowed 2 weeks for reviewing the materials, with each person reviewing no more than 11 materials in that time period. We simultaneously tested the reading level of each material, using the SMOG readability test.

Audiovisual Materials

For convenience, we gathered together a group of four reviewers for evaluating the audiovisual materials at two afternoon sittings. We selected the reviewers again according to their experience in, and knowledge of, the subject area. Although they viewed the audiovisual materials together, they made and submitted their critiques separately.

Forms

We used both the long and short evaluation forms illustrated in the text for the evaluation of both print and audiovisual materials. We found very little variation in the overall ratings of materials between the two forms, even if a material was evaluated by three reviewers.

We consistently used the Lickert scale for scoring (a continuum of agreement and disagreement with standard statements on a scale of 1 through 5). We calculated the results by averaging the scores of all reviewers for each material.

Because we were not able to describe the client population in complete detail, we could not "weight" the five-point scale for a strict numeric rating of the quality of the materials ("very good," "good," "poor"). As an alternative we made decisions on the materials by using both the scales and the comments. This is not as objective as using weighted scales, but if careful attention is given to the needs of the target audience as described, the process is appropriate for selecting materials that will be useful for the target group.

*See Appendix B for the High Blood Pressure Information Center address.

Results of the Evaluations

Example 1: Exercise

At the outset of the evaluation, some items were deemed inappropriate even with the most cursory scrutiny. The initial, quick reading, or the first few minutes of viewing, revealed that the producers developed the material for advertising purposes, or the information was out of date as indicated by examples that were popular in the 1950s. Some of the items were geared toward a different audience, such as health professionals rather than consumers and patients. In others, the content that should have been addressed was not included at all.

Of the 40 initial exercise items we evaluated, 12 fell into the the "very good" range and 7 were judged to be of such poor quality as to be inadequate. Among the 12 "very good" items, 5 were audiovisual materials and 2 were a combination of print and audiovisual.

As an example, a "very good" quality material titled "Exercise Workshop" contained a guide and a record that could be used for group instruction and seemed appropriate for both white and black populations and both sexes. The materials were presented in English, at an easy reading level, appealed to a range of economic and educational levels, and provided opportunities to learn skills for modifying sedentary behaviors. Another evaluated material "Exercise Should Be Fun" came as either a 16-mm film or as a videocassette. It also met all of the requirements for a quality material for the needs of the target group as described, while adding the element of being "fun" as requested in the hypothetical example.

The remaining five items from the "very good" category for exercise were ultimately deemed inappropriate because they were written at a difficult reading level, contained only illustrations of Caucasians, had print that was too small, or the content was either unclear or lacked the "fun" element.

Example 2: Hypertension

Of the 12 items evaluated, the reviewers found only 1 to be of inadequate quality. This one was eliminated because of outdated information and because the content promoted fear concepts. The reviewers placed four items in the "very good" category, of which three were particularly appropriate to the needs of the described hypothetical target audience. Five of the remaining items were judged to be of "good" quality and appropriate for the particular target group as described. The reviewers judged the remaining two as only "adequate."

Using a Matrix for Coordination

Because we wanted an overview of each evaluation effort, we developed a matrix compiling the results from the reviewers. The matrix listed the names of the materials on one axis and categories for both describing and evaluating the materials on the other. This matrix showed, at a glance, the range of quality for the items evaluated thus allowing for quick referral to those which were appropriate for the client group as described. Due to the number of materials reviewed and the experimental nature of these examples, the matrix we used is too complex and too large for local application. As an illustration, however, a similar but less complex matrix is shown in Exhibit 6 on page 24.

Conclusions

These hypothetical examples serve to show that a system for selecting and evaluating health education materials that includes first describing the client group and then using experienced reviewers to evaluate materials on the basis of both quality and appropriateness to the target group is both practial and efficient. Although the particular evaluation forms, the specific reviewers, and the circumstances of the review process may differ from one setting to the next, the process is a fundamental one that improves the probability of selecting materials that will best serve the needs of the people who have chosen to reduce their health risks.

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